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ABSTRACT

A three-year model project in career education was undertaken to accomplish several goals, including the following: to provide a strong guidance and counseling program; to design programs to increase self-awareness, favorable attitudes, and career decision-making skills; and to provide career orientation and exploratory experiences for students. Some of the project activities included starting a bi-weekly newsletter, encouraging the implementation of curriculum development, conducting teacher inservice programs and workshops, expanding the program from nine to sixteen schools during the second year and adding seven more schools in the third year, and preparing a guide for 200 career units. A major project accomplishment was the community involvement. The goals of the project were established and are being implemented at all educational levels. (The appendix, which comprises two-thirds of this report, contains letters from business, an organizational chart, a report of parochial-public school project involvement, newsletter copies, resource forms, examples of local material, career education K-6, speakers outline guide, short course information, a list of available secondary education career units, a suggested outline for unit development, a list of available equipment and materials, a booklet containing ideas for using community resources, and a career education pamphlet.) (EM)

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FINAL REPORT

Project No. 502A850006 (361203)

Grant No. G381-75-0008

A Model Project in Career Education K-12

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Exemplary Project in Vocational Education
Conducted under Part D of Public
Law 90-567

Natrona County School District One
Casper, Wyoming 82601

September 1976

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Natrona County School District One
Casper, Wyoming 82601

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V. SUMMARY OF THE REPORT

A. Time period covered by the report.

This document is the final report of the exemplary project in vocational education entitled A Model Project in Career Education K-12 (herein referred to as the Career Education Project). The project was proposed in the Fall of 1972, begun July 1, 1973, and concluded June 30, 1976.

B. Goals and objectives of the project.

The goals and objectives of the project were:

1. To provide a strong guidance and counseling program.
2. To design programs to increase self-awareness, favorable attitudes, and career decision-making skills.
3. To design programs at the elementary level.
4. To provide career orientation and meaningful exploratory experiences for students.
5. To design programs at grade levels 10 through 12 to provide job preparation in a wide variety of occupational areas.
6. To insure the placement of all existing students in either (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.
7. To design programs to insure the career development of all handicapped students.

C. Procedures followed.

The introduction of career education in the Casper schools was accomplished over the three year period in the following manner:

Year one

1. The main goals were changes in the guidance activities and curriculum.
2. A bi-weekly newsletter was started.
3. Field trips were initiated and teachers were encouraged to develop career education activities in the classroom.
4. Various committees were formed to provide systematic planning for career education.
5. The implementation of curriculum development was encouraged.

6. Summer workshops were organized in cooperation with the University of Wyoming.

7. Audio-visual activities were developed.

8. Community resource component was developed.

Year two

1. The program was expanded from nine schools to sixteen.

2. In-service programs and workshops were increased.

3. Greater participation by the local community.

4. Dr. Sidney Marland, guest speaker, spoke to over 700 teachers and administrators. He also discussed career education on radio and television.

5. The development of a workshop by the members of the Casper Area Chamber of Commerce.

6. A guide was prepared by the Career Education Office that included information on over 200 units that had been developed on careers.

7. A K-12 slide presentation was completed titled Work is a Beginning. This unit consisted of over 200 slides on career activities.

Year three

1. The addition of six new elementary schools to the Casper career education project.

2. Orientation workshop.

3. Additional workshops for teachers in the program.

4. A filing system for units that had been developed for the secondary level.

5. The list of community resource people was brought up-to-date.

6. The Drop-In Alternative School was also added to the career education project.

7. A slide tape presentation was made by members of the career education program and the Casper Area Chamber of Commerce to the Interim Committee of the Wyoming State Legislature.

8. In cooperation with the Chamber of Commerce and Casper College, the district developed a pamphlet titled 6 Reasons Why You Should Consider Career Education.

D. Results: accomplishments.

Results and accomplishments must be limited to a few of the major activities as required by the guidelines for this section.

Probably the major accomplishment during the three year period was the involvement and cooperation of the public, the business community, and the labor organizations with the school district in making this project such a success.

By the end of the first year, 277 guest speakers were provided and 199 field trips taken by the students in the target elementary, and secondary schools. During the second year, 590 guest speakers were involved, and 289 field trips were taken. During the final year of the project guest speakers involved, and field trips taken numbered 1382.

One of the first activities was to prepare a bi-weekly newsletter to disseminate to the teachers and administrators. A community resource booklet was compiled and distributed, career corners were established in the libraries, etc.

Another important project was the involvement of retired people in the classroom.

E. Evaluation

Each year during the three year period, the career education project was evaluated by a third-party evaluator.

During the first year, Dr. Mary M. Sandifer was the evaluator. Her evaluation design was prepared in cooperation with the local school district and the Wyoming State Department of Education.

In summary, the quality of the project during the first year was considered excellent and there were indications that the program should meet or exceed all expectations at the end of the three years.

Dr. Kendrick Spooner provided the third-party evaluation during the second year of the program.

The evaluation design focused on:

1. Self-awareness in grades 3, 6, and 9.

2. Awareness and knowledge about work in grades 3, 6, 9, and 12.

3. Students who have left school and have been placed in: (a) a paid occupation, (b) further schooling, or (c) unpaid work related to current career choices.

4. Treated students increased competencies in career decision skills of grades 9 and 12.

5. Treated students increased competencies in basic academic skills at grades 3 and 6.

6. Treated students increased competencies in work seeking and work getting skills at grades 9 and 12.

7. The number and types of job preparation opportunities within the school in grades 10 and 12.

8. What is the distribution of expenditures by grade level breakdown.

One of the conclusions reached was that the project had impacted many teachers and most administrators, and that progress was being made towards the goals of career education.

The third year evaluation was also conducted by Dr. Kendrick Spooner as third-party evaluator. The evaluation covered the following areas: (1) Self-awareness, (2) Career awareness, (3) Academic performance, (4) Attendance, (5) Student follow-up, (6) Process review.

It was the conclusion of the evaluators that the career education project, through its staff, is implementing a career education model that is consistent with their stated objectives.

F. Conclusions and recommendations

In addition to extensive involvement with all project schools, the project staff held numerous workshops, in-services, and presentations for various groups, agencies, service clubs, etc., in the community. These meetings had an impact on the community that were beneficial to the project.

It was evident that the project provided a vital service to education in the district and the State of Wyoming, and that the progress made in career education will have an impact in the future education of our students.

The career education program has created a lasting effect in the district, and the schools of the district are in several stages of development as a result of the project. The goals and objectives of the project have been established and are being implemented at all levels of education in our public school system.

VI. BODY OF THE REPORT

A. Problem area

In the proposal submitted by the applicant organization, The Wyoming State Department of Education, in December, 1972, the problem was described as follows:

A basic goal of education is the development of attitudes, values, and skills which will enable students to become self-sufficient and responsible. The graduate should be self-sufficient both economically and socially in order to earn a living for himself and to interact effectively with other people. The self-sufficient, responsible, person needs an adequate understanding of the requirements of getting along with other people on the job, as well as mastery of the skills necessary to his chosen career.

In order to attain this maximum development, the student needs an education which will eventually provide the following:

1. Equips him for continued growth.
2. Provides him with entry level skills in an occupation.
3. Develops in the student a sense of responsibility towards himself and society.
4. Permits the student to make a career choice based upon a wide range of job possibilities and self-knowledge.
5. A reasonable transition from the classroom to the world of work.

These goals are best accomplished by appropriate contact with community and work situations while education is in progress. The ultimate goal is that each student will choose and become prepared for the occupation most appropriate to his own abilities and personality.

In submitting a bid to the State Department of Education in November, 1972, for consideration to develop a career education program, the Natrona County School District One recognized this problem and realized that much needed to be done. For this reason, the administration discussed the feasibility of selecting target schools to be included in the career education program.

An area was chosen which would provide a horizontal and vertical articulation within the project. Methods and procedures developed in the project would then be disseminated throughout the school district.

Because Wyoming is a sparcely populated state involved in a great extent in agriculture and ranching, this district fully recognized the need to include in its educational program more instruction in the phases outlined by the State Department of Education. These phases are:

1. Attitude and Awareness (K-6).

2. Career Orientation (7-9).

3. Exploration (9-10).

4. Preparation (11-Continuing-Adult).

Most of the information provided in these areas or phases was being done in the vocational programs. Classes were offered in industrial arts, trade and industrial education, home economics education, business education, distributive education, and agriculture. All vocational classes were offered on the junior and senior high school level and little if any instruction in careers was being offered in a formal manner on the elementary level or in the general or academic classes on the secondary levels.

For this reason, it was felt that an introduction of career education as outlined by the State Department of Education was the solution to the problem.

The administration immediately began a study of other career education programs in the area and throughout the nation.

The school district quickly began to develop the project. It was felt that there would be no repetition of those things that had been done in other projects but rather an on-going adoption of them. After meetings with many committees, the plan was submitted to the Board of Trustees for their consideration. Their approval allowed submission of a formal bid to the State Department of Education.

B. Goals and objectives of the project.

Natrona County School District One submitted commitments to the following statements:

1. To provide a strong guidance and counseling program for all students.

   The duties and responsibilities of guidance personnel in Natrona County would be evaluated and revised to facilitate the implementation of career education in the district. The in-service programs and summer workshops to be held in conjunction with the development of career education would provide the guidance staff, administrators, and teachers with the necessary background information to

insure a strong career guidance program. The counselors, teachers, and administrators would meet together in planning the occupational cluster concept and the courses of study needed in each area.

A career center would be developed for the school. Each career center would be staffed with qualified persons and the necessary secretarial staff. The staff would develop career centers equipped with visual aid equipment, software, occupational information, testing programs, and a systematic guide for counseling students during their junior and senior high school experience. The professional staff would organize as career teams and coordinate programs for career education. They would disseminate materials and information through the career centers. Career centers would be used by teachers, students, counselors, administrators, and parents as resource centers to refine the approach to individualized programs.

The school district had an established Pupil Services Department with a full-time director. The director had a staff of fifteen certificated personnel to provide testing, guidance and other services to grades K-6. The staff from pupil services would work closely with teachers and principals in the implementation of career education in Natrona County. An informational meeting for counselors was held October 26th, concerning career education and their involvement in a model project. The counselors voted 100% to support the project and its development in the county.

2. To design programs to increase the self-awareness of each student, to develop in each student favorable attitudes about the personal, social and economic significance of work, and to assist each student in developing and practicing appropriate career decision-making skills.

The quality of education in this system's program reflects attention given to established priorities with respect to what is and has been taught and the utilization of resources to accommodate these priorities. However, it was realized that the educational program needs constant evaluation and revisions based on the needs of learners in the schools. Therefore, we intended to develop a viable career education program using the comprehensive educational planning model approved by the Wyoming State Department of Education. The components of this process would include a needs assessment at the local level, the development of educational goals and subsequent instructional objectives, program development based on those goals and objectives, and meaningful periodic evaluation. It was desirable that this process be refined and have application for program development in the total curricular structure within the entire district.

Increasing self-awareness, developing favorable attitudes about the personal, social, and economic significance of work, and assisting the student in developing and practicing appropriate career decision-making skills would be concepts included in every phase of the educational program. Therefore, these would be articulated K-12 as strands to be developed and would be identified as problematic areas in the process of comprehensive educational planning. The Board of Trustees, administration, and faculty were committed to utilize all the resources that were available in order to accomplish this goal.

During the 1969-70 school term the school district in cooperation with the Associated Public School Systems (APSS) invited a team of trained observers to evaluate the quality of the educational process in the elementary schools. The criterion of quality used in the evaluation was Indicators of Quality, a new measure of school system process developed, field tested, and refined over a period of seven years. A highly reliable and valid measure of quality, it was specifically designed to assess a school system's classroom processes on four criteria:

a. Individualization.

b. Interpersonal regard.

c. Group activity.

d. Creativity.

The Elementary Principals' Cabinet continued to use this instrument to improve instruction in the school district. Its continued use could only strengthen all instruction and this project as it became part of the total instructional process. The result of the use of the Indicators of Quality was a ready-made vehicle for the continued development of individualized instruction.

3. To design programs at the elementary level to increase the career awareness of students in terms of the broad range of options open to them in the world of work.

In the office of instructional services, the assistant superintendent, curriculum coordinator, grade level consultants, reading consultant, and the director of rural education were committed to assist project personnel in incorporating the concept of career awareness into the existing curriculum. Natrona County School District One also would employ a Director of the Career Education Program. The search for this individual was begun immediately.

The qualifications established for this position were flexible but would correspond closely to the following:

a. Master's degree.

b. Practical experience in various occupational areas and/or educational preparation in career education.

c. Demonstrated or substantiated ability to relate and establish rapport with persons in professional education, business, the working class, and others identified as participants in the program.

d. Ability to organize and administer the necessary sequential components of the program.

e. Willing to work on an eleven month agreement and devote full-time to the administration, supervision, and operation of the project.

This school district would incorporate the concept of career awareness and emphasize the development of positive attitudes toward the world of work into its existing curriculum at the elementary level. Desirable attitudes such as desire to work, responsibility, loyalty, dependability, appreciation for quality, dignity of work well done, and pride in accomplishment would be emphasized. As children advanced from grade to grade the goal would be to provide experiences of career awareness in such a way that the children would make a smooth transition into junior high school career orientation and exploration programs.

It was the intent to capitalize on the positive aspects that have resulted from existing career education projects in the state and nation. In addition it was intended to refine and further develop those existing programs that had promise for the needs of students in the local school district and the state of Wyoming.

4. To design programs at the junior high level and to provide career orientation and meaningful exploratory experiences for students.

This school district established a Career Education Advisory Curriculum Committee at the junior high level. This committee included administrators, department chairpersons, classroom teachers, and parents. A complete review and comprehensive study of established district-wide curriculum for junior high school students was initiated.

A career orientation program was developed for all students to provide them with an understanding about areas of our economy such as graphic communication occupations, transportation service and repair occupations, office occupations, distributive occupations, agriculture production and related occupations, electricity-electronics occupations and construction occupations. Field trips and the use of local community resource personnel were utilized at the junior high school level.

The present programs of woodworking, metal shop, home economics, typing, and business fundamentals were modified and expanded to include meaningful exploratory experiences for all students. There was an emphasis on developing a well defined and balanced program which would involve the coordination and integration of occupational and academic areas of learning.

The faculty and staff at East Junior High School investigated the need for the implementation of the Industrial Arts Curriculum Project which included the "World of Construction" and the "World of Manufacturing". This provided additional exploratory experiences and career orientation for junior high school students. The Parent Advisory Group for building needs recommended a facility at East Junior High, to accommodate this program, be included in the bond issue which was presented to the public in March of 1973.

5. To design programs at grade levels 10 through 12 to provide job preparation in a wide variety of occupational areas, with special emphasis on the utilization of work experiences and cooperative education opportunities for all students.

At the present time, a full-time Director of Occupational Education and a Coordinator of Cooperative Education are employed by the school district. The Director and Coordinator assists project personnel to insure the coordination of present programs with the expanding work experience and cooperative education opportunities developed for the Career Education Model Project K-12.

The Cooperative Education Program was designed to include health occupations, food service occupations, agriculture occupations, social services, and other related fields. A school credit program for students in grades 9 and 10 was established by using occupations found within the school district operation.

Existing facilities and programs included business, agriculture, auto mechanics, electronics, woodworking, machine shop, welding, drafting, home economics, graphic arts, driver education, distributive education, and others. A

well qualified staff of certificated teachers were presently teaching in these occupational areas. Additional facilities were included in the March, 1973, Bond Issue which would enhance the development of career education in Natrona County.

The occupational cluster concept developed by the State Department of Education was further developed in the senior high school. A complete evaluation of the curriculum was made to insure that overlapping or duplication at the various levels was eliminated. Each level of instruction was structured to meet realistic goals for all levels of ability. These goals were based on job skills, self-understanding, decision-making, value judgment and understanding of the basic requirements of being employed.

6. To design programs to insure the placement of students in either (a) a job, (b) a post-secondary occupational program, or (c) a baccalaureate program.

This district viewed placement of students as a continuum of guidance and counseling beginning at the awareness experiences of learners and terminating when a student was placed in either a job, a post-secondary occupational program, or a baccalaureate program. Therefore, placement of students within this framework implied that learners, teachers, counselors, administrators, and employers have responsibility in placement and that it is ongoing, flexible, and responsible. The professional personnel of Natrona County School District developed programs and procedures to incorporate the suggested rationale for student placement.

Preparing for placement began in the elementary school and its base was a learning environment that provided a framework to accommodate a sequence of growth, yet flexible enough to allow the individual to develop according to the options open to him.

It was established that Natrona County was one of the areas in the state of Wyoming that had broad diversification among the occupational opportunities available for our youth and adult citizenry. The identification of Natrona County as the hub of industry and economic activity was reflected by the continued increase in county assessed valuation. Natrona County as a community was large enough to be a learning laboratory for this project and the state of Wyoming. Established within the City of Casper was the main offices of many of the industrial and occupational components of the state, among these for example were the Wyoming General Contractors Association, Rocky Mountain Oil and Gas Association, and the Wyoming Retail Merchants Association. These agencies, in addition to many of the

local employers, provided employment services and information concerning occupational opportunities. It was planned to use such agencies and resources, in addition to other professional and public employment services that were available, to place students in jobs and to seek advice pertinent to work opportunities. Among the public employment services available were the Wyoming State Employment Service, Veterans Employment Service, and Employment Security Commission of Wyoming.

The Occupational Education, Cooperative Education, Distributive Education, Neighborhood Youth Corps, and Work Training Center programs placed many students in work training situations in cooperation with the local industrial and business community. These experiences indicated that we had the enthusiastic participation of everyone in these activities with us, as career education was designed for Natrona County. Typical letters of support from the industrial and business community were attached to the Formal Bid. (See Appendix A)

The guidance department was to cooperate with local employment agencies, community colleges, trade and industrial schools, and four year colleges in the placement of students.

7. To design programs to insure the career development of all handicapped students.

This district employed a full-time Director of Special Education since 1967, who together with the Special Education Vertical Curriculum Committee developed methods and programs for meeting the needs of our handicapped school population. In addition a part-time job placement supervisor works with handicapped students as they are certified ready for work in the community. These staff members assisted project personnel in the development of career education for all handicapped students.

For the handicapped the beginning occupation influence would be seeded at the primary level and comprehensively developed throughout the student's school life so he would be ready to meet the skill development successes and job training experiences in the final years of school.

In School District One we recognized the great potential of our handicapped students because our experience has proved that the handicapped worker in our community is dependable and hard-working, and performs tasks well when adequate academic backgrounds are learned and job skills developed. Although, emphasis has been placed on occupational education in our special schools in Natrona County for several years, the adoption of career education for the total school system as an integral theme of the

curriculum was exciting and a tremendous opportunity for the special educators and paraprofessional staff to expand the opportunities for the handicapped.

8. Willingness of staff to participate in in-service programs, and to participate in project development.

There was much enthusiasm among students, patrons, business people, teachers, administrators, and board members to implement career education in the Natrona County Schools. After receiving the invitation to bid on the second Career Education Model Project K-12, several members of the professional staff visited the career education projects in other areas. The County School Board met in special session on October 18th, to review career education with the State Department of Education. The School Board enthusiastically directed the administration to proceed with the formulation of a bid to the State Department of Education.

In-service programs during the regular school year and well planned summer workshops were received with enthusiasm by the professional staff.

Local teachers who participated in the summer workshops cooperated with the administration during orientation meetings designed to review the impact of career education on the curriculum and professional staff. The educators in this county were excited about the concept of career education and the opportunities it held for each student.

Each professional staff member in the target schools was asked to vote or express a willingness to participate in project development.

School	No Vote	Yes Vote	
Pineview Elementary	0	22	100% yes
Manor Heights Elementary	1	11	91.6% yes
Willard Elementary	1	12	92.3% yes
University Park Elementary	1	7	87.5% yes
Fairdale Elementary	0	17	100% yes
Poison Spider Elementary	0	10	100% yes
Work Training School	0	5	100% yes
East Junior High School	17	32	65.3% yes
Kelly Walsh High School	22	37	62.7% yes

We expected the complete cooperation of faculty members in all project schools as the project began to unfold. Its importance to a meaningful program of education for the youth and adults of the community could hardly produce other results.

9. Willingness to seek additional and/or realign (federal or local) funding from other sources if necessary.

   Natrona County School District had an assessed valuation of over 148 million dollars and a 1972-73 budget in excess of 12 million dollars. In a school district of this size and with these resources, a high priority was given to career education in the budgeting process. The district was willing to channel as many resources as possible into career education through realignment of priorities or by seeking additional funding from other available sources.

   The Coordinator of Federal Projects engaged in securing Federal, State, and Local funding for the development of career education in the district.

10. To develop and use Advisory Committees in curriculum development. (See Appendix B)

    The Natrona County School District is experienced in the use of advisory committees of citizens for curriculum development. We have long had a committee system involving members of the community at the coordination level where recommendations are received from individual Vertical Curriculum Committees before going to the Board.

    It was necessary in organizing for curriculum development in this project to involve many people from the community in committees representing career clusters and for those where specific preparation would be provided for the students.

    The committees were balanced in representation between labor and management and as to sex and age.

11. Willingness of staff to visit career education projects.

    Many staff members attend the summer workshops offered through the Career Education Project. Many teachers and administrators visited area projects during the regular school terms. Staff members welcomed the opportunity to visit existing career education projects to exchange ideas with other professional educators.

12. Willingness to receive visitors from other districts and states.

    Due to the geographic location, the City of Casper has often been identified as a desirable place for the convening of various groups and organizations within the state. Natrona County School District One welcomed visitors to its schools and offered its facilities for various activities.

We believed an open exchange of ideas and curriculum materials would benefit students of any school district. Therefore, we made available to all interested persons all materials and information developed as a result of our project involvement. The success of this program would become the domain of the State of Wyoming.

13. Willingness to cooperate with local community college, where applicable.

Cooperation with Casper College was achieved in several ways. The college provided guest speakers and field trips for the public school system and the public school system provided guest speakers for the college.

A nurses aid program for high school students was developed at the college. High school students attend classes at the college and receive high school credit.

Another such program is one which allows for high school students who are employed during part of the school day through the career education job placement center, business coop, etc., to take night classes in certain academic areas at the college to meet high school requirements.

College faculty were allowed to participate in the career education workshops held by the local school district.

C. Description of the general project design and procedures follows:

Project design

Natrona County School District #1 includes thirty-seven individual attendance centers with seven hundred and fifty professional certificated staff members and approximately 13,636 students. In order to concentrate on the implementation of career education in Natrona County the following attendance areas were selected for the Career Education Model Project K-12:

School	Student Enrollment	Faculty & Staff
Pineview Elementary	495	21½
Manor Heights Elementary	334	14½
Willard Elementary	308	16½
University Park Elementary	174	7½
Fairdale Elementary	427	17½
Poison Spider Elementary	214	10
Work Training School	72	5
East Junior High School	964	59
Kelly Walsh High School	1,202	64
	4,190	215½

Poison Spider Elementary School gave the county rural area the opportunity to participate in the career education project.

The elementary schools were serviced by East Junior High School and East Junior High School was in turn serviced by Kelly Walsh High School. With this selection of target schools we have horizontal grade level participation and vertical articulation within the project. Information and materials developed through the Career Education Model Project were disseminated throughout the school district by the vertical and horizontal curriculum committees for curriculum improvement. Curriculum committees included teachers, administrators, and consultants representing the entire professional staff of the district. Vertical curriculum development committees consisting of the above named representatives organized for each subject area including kindergarten through grade twelve. Assisting the vertical committees were ad hoc, horizontal grade level committees which aided in the development and implementation of curricular change.

A system of checks and balances was incorporated in the procedure for decision making in the district philosophy for implementing change in the instructional program. Overseeing the development of instructional and learning programs was the Curriculum Coordinating Committee, which included lay members and the professional staff, the Assistant Superintendent for Instructional Services, the Superintendent, and ultimately the Board of Trustees. The system for curriculum development and its coordination allowed for the rapid dissemination of information and materials in the district and the state of Wyoming.

The appropriateness of including concepts related to the philosophy of career development was relevant and was an aspect of the district's curricular orientation. Approval of the bid for additional funding facilitated change and implementation.

This school district quickly began to develop the project starting with an excellent foundation provided by other career education projects in the area.

St. Anthony's Parochial School would be invited to participate in the development of career education in Natrona County. (See Appendix C)

As noted in the summary, the introduction to career education was accomplished over a three year period.

During the first year the goals were to:

1. Develop attitudes and skills of the staff, the administration, and the school board.

2. To develop and/or acquire curriculum materials.

3. To effectively implement career education in the classroom and inform the community.

During the second year the goals were to:

1. To expand the program to other schools.

2. To develop more in-service programs.

3. To seek greater participation by the local community.

During the third year the goals were to:

1. To expand the program to more schools.

2. To organize more workshops for teachers.

3. To develop a district wide filing system.

It was intended that the Comprehensive Occupational Education Program developed by the Wyoming State Department of Education in 1970, would be the model that would be used.

As stated in this publication,

"A comprehensive occupational education program begins in kindergarten or preschool and continues throughout life. Whether a child goes to a university, a community college or directly into the world of work, the fact remains that one day he will work. In order to be successful, all children need certain attitudes and job-entry skills."

The plan, which does not call for an additional curriculum, intended that a new emphasis be placed in the existing curriculum to develop positive attitudes about the world of work. This could be accomplished by:

1. Providing occupational attitudes in existing elementary school curriculum, K-6.

2. Providing career orientation in grades 7 and 8.

3. Providing career exploration and career preparation in grades 9 and 10.

4. Providing career exploration and career preparation in grades 11 and 12.

After a local director had been selected to administer the program and arrangements had been made to provide suitable office space, plans were formulated to introduce career education to the Casper schools.

D. Results and accomplishments of the project.

Results and accomplishments have been identified during each of the three years. Each year describes some of the major activities that took place.

Major activities - First year

A bi-weekly newsletter was published. It was disseminated to all schools in Natrona County District #1, to the office of education project officers, to other career education directors in this region, to administrative personnel in Natrona County School District #1, to local school board members, and to the Wyoming State Department of Education. The purposes of this newsletter was to disseminate to the teaching staffs of all Natrona County schools ideas of interest, easily followed suggestions for presenting career education programs, current developments related to career education, and to serve as a sounding board in providing teachers a forum for expressing their ideas or concerns. (See Appendix D)

A community resource booklet for the 1973-74 school year was compiled by the career education office and distributed to all teachers in the school system. This booklet, published with the assistance of the Casper Chamber of Commerce, listed guest speakers who had volunteered to talk on a variety of subjects to classes in the system.

A major activity of the project was implementing curriculum pertaining to careers. Some examples of this newly implemented curriculum are discussed below.

1. One junior high class began library research on careers of interest to the students. After they finished gathering background material, the students gave oral reports before a video tape monitor and had a chance to view their own presentations.

2. The junior high school library has established a career corner which is an easily accessible center, housing information about a variety of jobs. The career center contains pamphlets, books, films and cassette tapes, and an SRA career information kit, and a micro-fiche reader all available for use at any time by students and teachers. There is a great deal of additional instructional material available for teachers.

3. A ninth grade civics teacher has involved one class in a pilot program dealing with career education. The class is based on the textbook entitled Succeeding in the World of Work. During the course, students explore such topics as You, and Work, and Jobs, Choices and Opportunities. Community resource people serve as guest speakers; each is asked to include the following in their presentation:

a. The educational preparation required for the job.

b. Special training.

c. Trials and tribulations experienced in the career.

d. Part-time job possibilities in the field.

e. Related areas for the students to investigate and experience.

These presentations also provided ample time for students' questions.

4. Another junior high class has completed a unit on careers in the field of radio. The students utilized their library skills in researching various aspects of the subject, then they wrote short reports from the material collected. Small groups also wrote and performed many radio programs. Based on criteria discussed in class, students evaluated local and Denver newsmen, sportscasters, and weathermen. Highlights of the study included a guest speaker who was a manager of a local radio station.

5. In order to orient students to a job-conscious society, one junior high social studies teacher has replaced her grading system with a money value system. Thus students earn money rather than grades as they would on a real job. The teacher impresses upon the students that their report card is a pay check for the work they have done. It depends upon them, their interest, their ability, and their responsibility to fulfill the requirements set by their employer which determine what their compensation will be. The students keep a personal itemized sheet of their earnings in a folder, from time to time, adding and averaging their earnings. The teacher impressed upon the students that it is their interest in the work that provides them with the desire to want to do better, to set their goals and reach them. This same ability will be present in the job world.

6. At the high school level, several student assistants work in the nurses' office to obtain actual experience in some phases of school health, providing them with orientation into health-related occupations. Generally, the students applied for this work in the nurses' office because of an interest in some aspect of health careers. A consideration in selecting the students was whether their own general health can stand exposure to illness. The students received orientation from the nurse, but a considerable portion of their learning was derived from doing tasks under the nurses' guidance and supervision. These students learned and assumed responsibility in such office procedures as recording

each student's visit, complaint, if given, checking and restocking general first aid supplies, filing, answering the telephone and greeting new students. They also learned to take and read temperatures, to handle, clean and disinfect thermometers, how to cope with minor ailments, and when to help in other illnesses, accidents, and emergency situations. A major orientation task was teaching students the importance of personal integrity and the obligation of granting privacy, tolerance, and compassion to others. The responsibilities of these student assistants were comparable to the routine tasks of non-professional and para-medicals in the general medical offices and clinics.

7. Some elementary teachers used highly imaginative approaches in their intorductions to career concepts. Combining science and language arts skills, one fifth grade class planned an imaginary trip to an imaginary planet. The students list the occupations required to establish a new colony, considered the people needed for governmental positions, and how to distribute work and supplies. Each student prepared a paper through research into the particular work area of his choice.

8. A first grade at Poison Spider Elementary School, a rural school in Natrona County, extended a unit on food to include the students' role-playing the occupations involving food preparation and service. The students were assigned to role-play specific jobs and discuss why each person was qualified for his particular job.

9. An intermediate health class in Casper's parochial school developed projects on the health services in the community including visits to the hospital and ambulance service. The students interviewed doctors and hospital workers on location and tape recorded their interviews. They made charts on various occupations that they observed, emphasizing that field trips and interviews play a valuable role in developing career awareness.

10. A team of third grade teachers in an urban elementary school developed a grocery store project into a career education experience which spanned a period of several weeks and was correlated with their regular curriculum activities. Students discussed jobs, wrote letters to the store owners, added prices, and learned to write checks. They made labels to practice spelling and penmanship and made menus for health class.

11. Another third grade teacher extended a reading story about restaurants into a classroom activity which helped the students to become aware of what the restaurant business involves. A local restaurant owner was a guest speaker in the classroom. He described various jobs related to restaurants. The students made up their own menus and used

recipe books to plan menus. Even the spelling class was brought into the act by including such words as "entree" and "appetizer" in that week's spelling list.

12. A team of fifth grade teachers introduced their students to careers in the newspaper world by touring the Casper Star Tribune building.

13. Some teachers became interested in a program entitled Holiday Career Web featured in Career Education in Santa Barbara. A class was asked to make a list of the many different people who were involved in the Christmas card business. This required tracing the product back through the purchase, transportation, manufacture, design, and finally production of raw materials. The resulting career web enabled the students to identify a variety of occupations that contribute to holiday celebrations and to describe some ways in which these occupations are interdependent.

14. In one of the elementary schools, third graders learned what qualifications a diesel truck driver should have, when the husband of a local teacher spoke to their class. The driver brought his diesel truck to the school for the children to tour. This allowed the student to view firsthand the areas he discussed, such as the magnetic wheel, which records data pertinent to each trip the truck driver makes. This visit was an expansion of a unit related to homes and construction.

15. A group of sixth grade students took a field trip to the school administration building to become acquainted with a variety of occupations needed in maintaining the operation and functions of a school district. A class parent who works in the Title I office suggested the tour in response to the Career Education Parent Information Survey. (See Appendix E)

16. The junior high school added a student's library aide program to their curriculum. This enabled students to get an idea of library work as a possible career. Although many of the aide's tasks were routine processes which included checking books in and out, shelving them, keeping records, filing pamphlets, etc., there were plenty of opportunities for initiative in creating bulletin boards, suggesting improvements in procedures, talking about books with readers, and activities of the related club. Students also gained experience in the media laboratory which is a function of the library service.

The activities listed above are only a sampling of classroom activities which have been reported to the career education center. Many other worthwhile activities which were reported have not been included.

Another activity very closely related to the implementation of curriculum material was the distribution of material which had been acquired from other sources or developed locally. Some samples of the types of materials being acquired and distributed are discussed below. (See Appendix F)

1. Materials developed in the Santa Barbara school system in California were acquired and are available to the teachers in the local district.

2. The Career Education Newsletter condenses and publishes useful ideas taken from other published articles. In this way, the material reaches a great many more teachers. (See Appendix D)

3. Encyclopedia Brittanica films were available to teachers for showing in the classroom. These films depict a variety of occupations and were on loan to the Career Education Office from Encyclopedia Brittanica. Teachers could phone the Career Education Office to schedule a film. The films were rotated periodically and new titles that arrived were published in the Newsletter. These films were previewed. Teachers and students wrote an evaluation of them. These evaluations were reviewed by the Career Education Office and were forwarded to the Encyclopedia Brittanica.

4. "I Want to Be" career books published by Children's Press were ordered by the career education project for use in the elementary schools. Each set consists of six book bags displayed on a pegboard tree. Sample titles are "I Want to Be a Ball Player", "I Want to Be a Librarian","I Want to Be a Nurse", etc. Each book bag contains four copies of a title plus a cassette tape and teacher's resource guide. The easy to read stories reinforce primary reading skills while introducing children to the world of work.

5. At a regular meeting of the elementary principals of the schools involved in the project, a booklet entitled "Career Education, K-6" was distributed by the Career Education Director. This bulletin contains two sections; primary, and intermediate, each of which contains sample career education objectives and activities which can be adapted to meet the needs, interests, and abilities of local students. (See Appendix G)

A survey of parents was conducted to discover which parents would be willing to serve as resource people in teaching students about careers. The survey form and letter of explanation were sent to all parents in the district. (See Appendix E)

The project director circulated a memo to all staff listing a sample of services and materials provided by the Career Education Office.

The guidance office at the high school opened a job placement center. The purpose of the center was to locate good jobs for students who had free time after regular school day classes. Students were invited to call or come in to the job placement center which is located in the guidance office. By mid-November seventy-five students had registered. Enthusiasm from both students and employers was apparent. Employers in the Casper area were informed of the opening of the center and registered numerous jobs. The center handled both temporary and part-time requests for employment.

One of the rural elementary schools held a Career Education Day. The school invited many speakers to participate by discussing their jobs with small groups of children interested in that particular job. It proved to be a very interesting and successful day. A similar Career Education Day was planned in one of the urban elementary schools. All grades participated, but the students were divided into two blocks; intermediate and primary. Speakers included representatives from Bell Telephone and many other local businesses and industries.

All beginning speech classes in the high school, a sophomore required course, conducted a unit in which students learned how to adequately prepare for a job interview. During this unit, students planned for an interview and then were actually interviewed by a businessman-volunteer from the community. The interviews were video-taped. The students observed the playbacks and discussed them with their teachers. The schedule for the project was as follows:

First Day - The students were given a vocational interest test.

Second Day - The tests were graded and interpreted to the students.

Third Day - A representative from the employment office spoke to the students about how to fill out application forms and pointers on how to handle job interviews. The students were given the assignment of filling out a sample application, knowing that they would be interviewed for the job that they applied for.

Fourth, Fifth and Sixth Days - Each student was individually interviewed for a job. The interview took place in an office setting at the school and was conducted by someone from the business community, engaged in the type of work the student was applying for. All of these interviews were video taped.

Seventh, Eighth and Ninth Days - The video tapes were played back before the class for evaluation and comment.

Last Day - The entire program was evaluated.

After the program was completed, a survey of the students participating was taken. There was an overwhelming approval of the project. Many students felt that the unit was worthwhile and beneficial. Students seemed to enjoy having different businessmen from the community help with the interviewing. Each businessman suggested ways to help the students who were being interviewed. While a few students felt that the playbacks were embarrassing, all agreed that they were helped by seeing the mistakes and bad habits that they had. The guidance staff planned to continue this program during the coming years.

Dr. Pauline Garrett, program officer from the Region 8, Office of HEW in Denver, visited Casper. Her visit included a tour of schools in the project, and demonstration teaching.

Parents of students in the elementary schools became active participants in career education. The principals and teaching staff held a series of meetings for parents at each grade level. The teachers discussed the curriculum and answered questions. The parents were asked to complete the Parents Survey Form. (See Appendix E) The staff then used the completed surveys to develop a parents' resource file.

A major activity was the formation of various committees and the systematic planning conducted by these committees. The major committees in operation are the Teachers' Steering Committee, made up of one teacher from each building, and the K-12 Advisory Committee, consisting of representatives from all grade levels and from the administration, including two elementary principals, one junior high principal, one junior high facilitator, one senior high principal, three administrators, and the project director. In addition, there are steering committees in each building which facilitate career education activities. The Elementary Principals Advisory Committee meets regularly with the project director for planning. The Chamber of Commerce Education Committee is active in promoting community support and assistance.

The primary functions of the Career Education K-12 Advisory Committee are policy-setting and planning vertical articulation. Adequate articulation of the programs of various grade levels could become a problem; for instance, junior high teachers have expressed concern about knowing the particular points of career education discussed in the elementary schools, so that there is not undue repetition. This committee addressed questions such as these. General planning undertaken by this committee includes planning for summer workshops, including the purpose of workshops, developing awareness, at both the elementary and

senior high level, defining anticipated outcomes of workshops for teachers, and dissemination of career education activities to all schools and faculty and staff. Policy discussions may address specific questions. The committee also agreed that individual elementary schools should be allowed the flexibility to develop their overall goals as each school sees appropriate. Although elementary schools should be allowed flexibility to develop their own programs, the committee also agreed that there is a need for a general chart showing uniform and structured activities.

Steering committees have been formed representing various grade levels and subject areas. Members of these committees have assumed some responsibility for implementing the program within their own schools.

Committees have been meeting monthly in their buildings, and bi-monthly with the project director for planning purposes.

A planning committee was formed to promote cooperation and resource-sharing between Casper College and the local school district. The committee has four representatives from the college administration, four from the local school district administration, and two from each high school.

Dr. Pierce visited the teachers and administrators in seven elementary schools and the two secondary schools on a weekly basis. He often observed class activities related to career education on request or invitation from the teacher. During these visits he also talked with teachers about materials that were available, reviewed those that have been used, and suggested future activities.

Dr. Pierce attended meetings of the State Advisory Council, and the mid-year regional Career Education Coordinators meetings for region 8. The State Advisory Council met in Rock Springs, Wyoming, Powell, Wyoming, and in Casper, Wyoming. The regional coordinators meeting involving six states was conducted in Greeley, Colorado.

Another major activity of the project was the acquisition and implementation of curriculum materials.

The Encyclopedia Brittanica film, Kingdom of Could Be You, was made available to teachers for preview and use in the classroom. A comprehensive list of materials and services provided by the Career Education Office has been circulated to all teachers. Highlights of this list should be mentioned. Summaries of films available for teachers' use, and a film evaluation form, which teachers were requested to complete after previewing a film, was made available. The film evaluation form proved useful in planning further purchases of career education films. It should also be noted that this list included the names of several catalogs of material and equipment to be purchased through the

Career Education Office, for teachers' use. A comprehensive list of available materials was published in the Career Education Newsletter which was sent to all teachers. Several sets of career education materials were obtained. Each set contained eighty instructional units.

A number of student activities have been sponsored by the career education program. Some examples of major student activities are discussed below. A project was planned in certain schools to release sixth grade students to spend the day as the guest of a parent, relative, or friend, to observe or assist in a typical work day schedule. (See Appendix H) The principals were instructed to use their own discretion in organizing the program for their school, but to call upon the Career Education Department for assistance. A large number of field trips were funded by the career education project. It should be remembered that a great many field trips were conducted in addition to those directly funded by career education. Often, transportation was supplied by interested parents or other members of the community.

There were many guest speakers used in accordance with the career education project. These speakers generally visited the classrooms and talked about their particular jobs. In general, they followed the outline prepared by the staff. (See Appendix I)

Many guest speakers who addressed classes in the past have been invited back by the same teacher or by other teachers to address other classes.

The career education project sponsored a survey course on Career Education carrying three hours of graduate credit. It is being conducted in cooperation with the University of Wyoming and the Casper area Chamber of Commerce. (See Appendix J)

A group of elementary teachers in the project schools compiled a Community Resources Booklet. This supplemented the booklet compiled in cooperation with the Chamber of Commerce. More specifically, it was geared to the elementary grades giving information about appropriate levels, purpose of field trips or visitors to class, and other questions. The teachers contacted 180 Natrona County businessmen.

Paul L. Sizemore, State Department of Education, made extensive on-site observations of project activities. Close communication and cooperation between the State Department of Education and the local project were maintained. The State Department was also involved in several of the committee meetings previously mentioned.

Major activities - Second year

Major activities included three Career Education Summer Workshops and the development of career education classroom units by the teachers who participated in the workshops.

Two semester graduate credits from the University of Wyoming were given to participants upon completion of the course. Classes met two and one-half hours a day for ten days. Approximately 110 teachers and administrators participated in the sessions. Participants had the choice of attending one of three sessions.

Various consultants from other career education projects helped in the instruction and provision of new ideas and information to teachers. Consultants from Riverton, Wyoming; Helena, Montana; and Portland, Oregon; were present during the three sessions. Teachers devised new units which they used in their classrooms for the 1974-75 school year. Projects included units on a wide span of topics which included wool and mining, bingo career games, slide sets, art work, bulletin board displays, and cassette/filmstrip presentations. (See Appendix K)

In conjunction with these workshops, several projects were constructed throughout the summer by several administrators and teachers. A K-12 slide presentation was developed which included slides of classroom activities, in-service activities, and project involvement of teachers, administration, and students. Another major project was the completion of the Community Resource Booklet. This book provided complete information about local businesses for teachers who wished to locate guest speakers or take field trips to local business sites. This directory was distributed to all teachers in the career education project schools. Another project of importance was the involvement of retired people in the classrooms. This was made possible through personal contact by teachers to the Association of Retired People, the Better Homes Extension Club, and local retirement centers. The response from these contacts was overwhelmingly positive.

Dr. Pierce and the staff have contacted other schools in the Natrona County School District #1 as possibilities for new career education project schools. The career education orientation meetings were met with deep interest by the administrators from these prospective schools.

An in-service Math Workshop was held. Nine teachers from the East Junior High Math Department and teachers from St. Anthony's and Poison Spider schools participated. The main objective of the workshop was to integrate career education activities into the present math curriculum.

Ordering 16mm films, cassette/filmstrip sets, and other audio-visual materials from various educational companies is a service offered regularly to teachers in the career education project schools by the Career Education Office. These materials were sent by request to teachers to share with students in their classrooms. As the preview materials arrived in the Career Education Office, brochures were sent to all teachers in the project schools to notify them of the availability of these audio-visual materials.

The willingness of the community to cooperate with career education was remarkably high. Local businesses have cooperated with inquiries of teachers and the career education staff regarding the procedure of securing guest speakers and field trips.

Natrona County teachers and administrators have taken leadership roles in the state of Wyoming for career education. They had several articles published in local and national periodicals. The East Junior High secondary facilitator, Carol Spickard, had two stories published in educational magazines. Dr. Pierce had an article published in a national yearbook.

The Career Education Office compiled a booklet that indicated the location of all career education materials and equipment that has been received. (See Appendix L)

Del Dittburner, Bill Hambrick, Carol Spickard, Marge Bisiar, and Dr. Pierce, visited Cheyenne, Wyoming, and participated in a workshop on Career Education. They presented the general overview of the career education program at East Junior High School and suggested specific ideas and activities for elementary and secondary levels in career education. Carol Spickard and Lynn Klocksiem, visited Niobrara County School District #1 in Luck, Wyoming. They conducted an in-service workshop on Career Education for all teachers. Forming groups, Carol Spickard presented the secondary level aspects of Career Education and Lynn Klocksiem spoke about the elementary level aspects.

Dr. Pierce and Ms. Spickard also served as consultants to the two-day Mini-Conference in Career Education in Washington, D. C. Dr. Ken Hoyt, National Director of Career Education, conducted the conferences which were held in July. Various samples of Natrona County School District Number One career education materials were taken to the conference.

Newspaper and radio coverage made up a major portion of local dissemination. Contributions to the local and national periodicals were made by teachers and administrators. A television appearance and radio broadcast was made.

The Career Education Spotlight newsletters fulfill the purpose of in-house dissemination. Teachers and administrators contribute to the newsletter by calling or writing about their activities and projects. Beginning with the new 1974-75 school year, the Career Education Spotlight newsletter was published on a monthly basis.

Local appearances by Dr. Pierce were made to businesses and civic organizations.

The Third Party Evaluator, Dr. Mary Sandifer, compiled the results of the career education survey tests. These tests were distributed to all 3rd, 6th, 9th, and 12th grade levels in the career education project schools. Students were provided with answer sheets. The answer sheets were scored at Casper College in the computer programming department.

Mr. Norman Carrell filled the position as the Career Education Elementary Facilitator for career education in Natrona County. His duties included providing in-service training to teachers, securing instructional supplies and media, and coordinating the work of the elementary schools.

In September, approximately 400 businesses were contacted by mail to inform them of the high school students who are interested in part-time jobs. The local businesses contact the Job Placement Center when they have job openings available. the career education aide notifies interested students of these open positions, whereby the students make appointments for interviews with the businesses.

Staff development was accomplished by means of in-service meetings, workshops, teacher field trips to other career education projects, and various committees. In-service meetings included the Central Advisory Committee, the K-12 Advisory Committee, State Advisory Committee, and the Principal's Advisory Meetings. Staff meetings were held Monday mornings on a weekly basis. Staff meeting members include Dr. Pierce, the career education facilitators, and the secretary.

Dr. Pierce met with the Chamber of Commerce to discuss their continued involvement in the career education program.

Career Education Workshops were held during the summer. The first workshop was held June 24th to July 5th. Session two and three were held August 5th through the 16th, with morning and evening sessions. (See Appendix J)

A third workshop, the "Non-Loom Weaving Workshop", was presented on August 9th and 10th. Ann McCullough, from Three Twenty Three, a local art gallery, conducted the workshop. Sixteen teachers participated in this workshop which emphasized arts and crafts for leisure time activities.

A Math Workshop, held on September 20th, also provided teachers with in-service training.

The committees established for the career education program for Natrona County School District Number One included the Steering Committee, the Awareness Lay Advisory Committee, and the Business Cooperative. The Awareness Lay Advisory Committee was a new committee made up of parents. One parent from each grade level of each project school served as a representative to this committee. They worked in conjunction with the Steering Committee members and facilitators, obtaining a two-way feedback. Ways of improvement, criticism and new suggestions were obtained from the parents, and through the committee, the public was made more aware of career education goals. The central objective of the committee was to inform the public of what career education was doing and to seek their advice.

A trip was taken to Denver on September 29th through October 2nd. Due to the positive reception of the initial trip to Denver, which was taken in May, twenty new teachers and administrators were included on the second trip. The objectives of the trip were to observe major industries with emphasis on procedures for hiring personnel to work in large factories.

Four administrators and teachers toured the Minneapolis - St. Paul school system in Minnesota on July 31st through August 2nd. They observed resource centers, the duties of personnel such as the community resource facilitator, and viewed various films. They met with administrators of the career education departments and discussed the development of their career education programs and their effectiveness.

The addition of new career education project schools was a major activity during the year. Orientation meetings were held in September with individual prospective project schools. The focus was on the availability of master plans, career education goals and other information important to these prospective schools.

Six new elementary schools and one combination elementary/ secondary school were added to the Casper career education project.

Each school needed a 100% commitment to join the career education program. In addition to the seven new project schools, the nine original pilot schools were beginning their second year of career education. A total of sixteen schools were involved in career education at that time.

All teachers new to the career education concept participated in a K-6 In-Service Orientation Workshop for their individual grade level. A general overview of career education was presented and included were discussions of goals, individual

and group development of career education units, and demonstrations of various audio/visual equipment.

As an addition to in-servicing teachers in the career education schools, a workshop titled "Mini-Workshop in Elementary Industrial Education" was offered. Due to the large turn-out, two sessions were offered and another of the same type of workshop was scheduled for spring. The workshop was conducted by Mr. Ike Strayer of the State Department of Education. Some of the areas covered in the workshop were classroom photography, cardboard carpentry, and simple printing.

A highlight to the career education project was the visitation of Dr. Sidney Marland, President of the College Entrance Examination Board in New York City and former assistant secretary for education in the United State Department of Health, Education and Welfare on October 8, 1974. Dr. Marland spoke to over 700 teachers at the Natrona County High School auditorium and made a radio and television presentation to the public. He also met with administrators from the Natrona County school system and several members of the State Department of Education. In addition, Mr. Quentin Jones, Regional Director of the College Entrance Examination Board of Denver, Colorado, also spoke. Bob Schrader, State Superintendent of Education, Maurice Griffith, Superintendent of Natrona County School District #1, and Dr. Marland participated in the television presentation which was broadcast on KTWO Television.

Newspaper coverage made up a major portion of local dissemination. Dr. Marland's television presentation was also a contribution to local news dissemination.

The Career Education Newsletter, "Spotlight", continued to be published monthly. Teachers of both project and non-project schools were urged to contribute to the "Spotlight" newsletter by either calling the Career Education Office or by sending their stories or articles to the office through the school mail. (See Appendix D)

Dr. Fred Pierce, Project Director, continued to make frequent appearances to local businesses and civic organizations.

All sophomores in the career education project school, Kelly Walsh High School, took the OVIS tests. The Ohio Vocational Interest Surveys help students in deciding what jobs are available in relation to their career interests. Following the OVIS tests, mock interviews by various Casper businessmen were conducted in order for students to learn more about job applications.

A booklet containing a list of all materials that have been ordered and received through the Career Education Office was made available. All teachers in each project school received a copy so they could check out or share materials which may be useful to them in their classrooms. (See Appendix L)

Preview materials were made available to teachers. Most preview materials were filmstrips, filmstrip/cassette sets, or 16mm films. If teachers felt the material was good, the Career Education Office purchased it. Many materials are centrally located and teachers may check them out by calling the Career Education Office.

DUSO kits and the 16mm films, "The Kingdom of Could Be You", are being used in all career education elementary schools. These kits are useful in teaching positive self values and value clarification in grades K-4.

Cardboard carpentry materials were ordered and received. Teachers may check these materials out for use in their classrooms. Cardboard carpentry was a major point of interest in the Mini-Workshop on Elementary Industrial Education.

A booklet was made in the Career Education Office and distributed to all teachers in the elementary project schools. The booklet, "The Idea Hat", presented some new and interesting activities that teachers could use in their classrooms for career-related units. (See Appendix M)

The number of field trips and guest speakers greatly increased over last year due to the addition of a Community Resource Facilitator. The Community Resource Facilitator secures all guest speakers and makes all arrangements for classrooms to visit various locations as a supplement of a unit that is being studied in the classroom.

The completion of the K-12 slide/tape presentation, "Work is a Beginning", enabled the Career Education Office to begin presenting this 30 minute series to various civic organizations, businesses, clubs, and Parent-Teacher Associations.

Several trips were made by various teachers and administrators in Natrona County. Twenty-three teachers visited Denver during the early part of October to observe various big industries such as Samsonite Corporation, Dow Chemical, Gates Rubber Company, May D&F, and United Airline Flight Training Center. A lot of emphasis was placed on work attitudes at these various companies.

Six teachers and administrators visited Dallas, Texas, on October 9th through 13th, 1974, to participate in a workshop and visit the Skyline Career Center. Lowell Myers, Bill Reese, Harry Smothers, Tom Walsh, Bill Glasspoole and Carl Closs were members of the delegation that traveled to Dallas.

A tri-district meeting of Career Education was held in Riverton, Wyoming on December 5th and 6th, 1974. Members from Casper, Riverton, and Powell school district attended the meeting. Each district presented their project overviews, shared printed materials from their district, and discussed successes and failures of their project.

Many meetings have been held involving principals, teachers, the Chamber of Commerce, parents and local businesses. The K-12 slide/tape presentation was shown to several of these meetings, and discussions were held.

Dr. Fred Pierce continued to visit all of the project schools each week and spent some time with the teachers, discussing various problems or ideas.

Over eighty teachers and administrators from Natrona County School District Number #1 participated in a workshop beginning on January 14, 1975 and continuing through April 1, 1975. "The Establishment...A Different Perspective?" was the title of this short course which was co-sponsored by Casper Area Chamber of Commerce and Natrona County School District #1. Participants received two hours of University of Wyoming credit upon completion of the course.

The short course was a result of considerable time and input from the Chamber of Commerce, and from Casper's educational, business, government and labor leaders. It was designed to provide teachers the opportunity to learn first-hand from local Casper business people about private enterprise and the job market.

Many major Casper businessess met with the teachers at the weekly sessions to discuss current issues of common interest and concern such as employment, job attitudes, the roles of labor and government in career education, and education.

Due to a large response, two separate sessions were held on Tuesday and Thursday evenings from 4:00 P.M. to 6:00 P.M. Each session was limited to forty participants.

An evaluation form was given to participants in both sessions so the value of the workshop could be determined. (See Appendix J)

In-service at the secondary level was conducted at East Junior High School. An experimental new format was used in December with the Math Department. The Science Department and English Department also used this means of in-service.

Members of each department met during the sessions and discussed together the general ideas of career education; what it is, what it is not, and how it could be implemented into each particular department's regular curriculum.

The department then broke into grade level groups and reviewed their subject curriculum guides. They discussed the possible career activities they could integrate into the material they were presently teaching.

After this was completed, the individual grade level groups met again and discussed the ideas that were brought up by each group. Overlapping of activities showed up at this point and the department was able to decide where these overlapped activities could best be used.

Students who were in the Succeeding In The World of Work civic classes at East Junior High School were offered the opportunity to participate in a survey of career education evaluation. The results indicate the students felt the career orientation class was beneficial to them and helped them to realize the importance of education in relation to choosing a career interest.

A survey was also sent to parents so they could offer their comments and suggestions.

Approximately 200 units are available to teachers. A guide, compiled in the Career Education Office, contains a list of all the units developed. Units are listed according to the subject or subjects under which each unit can best be used. (See Appendix F)

Each teacher in each school received a copy of the booklet and may call the Career Education Office and request copies of those units that will be of value to them. Copies were produced on a large scale in order that teachers need not return the copies to the Career Education Office.

The number of field trips and guest speakers, in Natrona County School District #1 career education schools, significantly increased during the past year. Career education schools invited many local people from the community to come to the classroom and discuss with the students their various careers, jobs, hobbies, or interests. Many related field trips were taken.

All arrangements and contacts of resource people were made by the Career Education Office. Teachers who were interested in securing a speaker or field trip called the Career Education Office.

School districts in the state of Wyoming invited Dr. Pierce, teachers, and administrators from Casper to be workshop consultants in their school district. Districts using Casper's consultants included Wheatland, Riverton (a Five District Sharing Conference), and Crook County (Hulett, Moorcroft, and Sundance), and Lusk.

Teachers and administrators from Casper took various materials from Casper's career education project including DUSO Kits, goals, and lists of materials to share with the districts who were considering implementing a career education program in their school district.

Dr. John W. Lacey, Program Officer from the Department of Health, Education and Welfare, and Mr. Abel Benevidas, a representative from the State Department of Education, visited the Casper Career Education Office on March 11th and 12th, 1975. They visited classrooms at the elementary, junior high, and senior high level, observing career education activities in the classroom and visited with teachers who were involved in career education projects. They also participated in other activities, including field trips and viewing the K-12 slide presentation.

Coverage of career education in Casper's public schools appears frequently in the local newspaper. In addition, Dr. Pierce and Mr. Del Dittburner, principal at East Junior High School, participated in a radio broadcast on a local radio station. They conducted a discussion on career education in Casper and the public was able to call in and ask questions or offer opinions.

"Casper NOW", a television program televised on a local television station, was presented by the Career Education Office. Ms. Marlyn Corbett from the Chamber of Commerce and two members of the Central Advisory Committee, Mr. Bob Dove, of Modern Electric, and Mr. Sam Stowe, of Goodmark, Incorporated, were guest speakers on the program. Two additional broadcasts were scheduled to be televised later during the year.

Involvement of the community, teachers, administration and business people increased greatly due to the many committees that were established through the Career Education Office. The Central Advisory Committee, composed of members from local businesses, Parents Advisory Committee, composed of parents whose children attend career education project schools, elementary principals meetings, and staff meetings added to the enrichment of career education in Natrona County.

All committees had meetings on a regular basis. Individual group projects and goals were assigned to each committee.

Dr. Pierce attended these meetings and visited each project frequently. Teachers were able to call the Career Education Office to request materials, career education units, or request visitations by Dr. Pierce to observe particular projects and activities. Teachers took many pictures of the field trips, speakers, and activities in their schools to build an audio/visual library. Film and film processing was handled by the Career Education Office.

Major activities - third year

Seven new elementary schools and the Drop-In Alternative School were added to the Casper career education project. The schools which have been added are Cresthill, Jefferson, Garfield, Southridge, Fort Caspar, Woods, and Mountain View.

Entrance to the project was strictly voluntary, and 100% commitment of faculty and staff was necessary. The addition of these schools brought the total of career education schools in the district to twenty-four.

The teachers new to the career education concept participated in a K-6 In-service Orientation Workshop for their individual grade level. One hundred ten new teachers participated in the workshop, including the teachers from the new project schools and the new teachers from other project schools which had not yet participated. A general overview of career education was presented; also included were discussions of goals, individual and group development of career education units and demonstrations of various audio-visual and other equipment.

Forty-five teachers from the district attended workshops conducted by the Casper Career Education Office in cooperation with the University of Wyoming and the Chamber of Commerce. The workshop gave teachers the opportunity to visit and hear about business activities in Casper and throughout Wyoming. The last three days of the workshops were spent touring the southeastern part of the state, visiting businesses and industries of that area. Many projects and units were developed during the summer workshops. (See Appendix J)

During July and August units that had been developed for the secondary level were listed, indexed, and made available to the teachers. (See Appendix F)

Our list of community resource people was brought up-to-date by revisions and additions to our present booklet. At the present time our resource booklet contains approximately 100 entries of resource people. An additional 100 resource people not listed in the booklet are willing to be used but want all contacts to be made through the Casper Career Education Office. The total number of available resource people exceeds 200.

An updated listing of materials and equipment, available through the Casper Career Education Office, was made available to the teachers of the district. (See Appendix F)

Two slide tape presentations were prepared, one four minutes long and one eighteen minutes; these were taken from the original tape presentation and are used to fill the gaps where the lengthy presentation could not be shown.

The finalization of the third party evaluation was completed.

An orientation was conducted on the elementary level at each grade level for the new teachers in the original project schools and for all the teachers in the new project schools; 110 teachers attended the orientation. The in-services were conducted for a half-day and were used to show teachers what career education involves, to explain what services we could

offer and to familiarize them with the equipment and materials we had available for them. Staff members in career education were involved in presenting the workshop and teachers from the original project schools were used as consultants.

An explanation of what career education is and how it is invoked in our system was presented by Dr. Fred Pierce at the new teacher orientation for all new teachers being employed in our district this year.

To help make the community more aware of career education we set a goal to contact as many service organizations and civic groups as possible this year to help answer any questions they have concerning career education.

Meetings were held with the education committee of the Chamber of Commerce on a monthly basis to gain their input into the career education program in Casper. Regular meetings were planned with principals, committee chairpersons, lay committees, and parent groups of the project schools.

During the summer workshop we had a visitor from the Worland school system involved in the workshop. Three visitors from Colorado Springs, Colorado, all school administrators in the district, visited our career education project to inquire and learn about career education activities, methods and events taking place in our project. Early during the month of September we were visited by two people from the State Department of Education. They came to familiarize themselves with our project and seemed quite impressed with their findings.

A brochure was developed and distributed to every individual desiring to learn about career education. A certificate was presented to persons and organizations that offer their services, knowledge, time, and efforts to the career education program. (See Appendix N)

State Superintendent of Public Instruction, Robert G. Schrader, stated that 22 of 26 school districts in Wyoming have completed a needs assessment program to determine what students should be studying. Career education was listed as the top priority in 12 studies.

A slide presentation was shown to service clubs and other organizations. A newsletter was published monthly at both the secondary and elementary levels explaining what has taken place in career education in the previous month. (See Appendix D) Meetings with parent groups in the project schools were held to discuss and explain career education.

The third party evaluator was contacted and a meeting with him and a person from the State Department of Education was established.

An evaluation of the summer workshops (A Short Course in Career Education) was completed during the summer. (See Appendix J)

The Career Education Office developed a K-6 master plan on how to infuse career education materials into the present curriculum in all disciplines. Three graduate credit hours from the University of Wyoming was made available to participants involved.

A Short Course in Career Education was offered again in Spring because of the tremendous success achieved during our previous sessions. Also another class on cardboard carpentry was conducted due to enthusiastic response from the teachers. (See Appendix J)

Many resource materials of all forms were made available to us by the business committee. These were materials purchased or offered by them to the Casper schools. (See Appendix F)

In-services pertaining to DUSO Kits were offered to all relevant personnel in the district. Developmental level workshops and in-services were offered to schools at the secondary level.

The business community was notified of the job placement service offered by Kelly Walsh High School. They were asked to submit a listing of any jobs they may have for which students could apply. Many students obtained jobs via this center.

The OVIS survey was administered at Kelly Walsh; interview techniques were taught to all sophomores and a follow-up video tape interview with employees from the business community was used. Every sophomore was involved in the interview.

Five staff members attended the seminar at the University of Wyoming concerning career education infusion into the math and science areas.

Forty-five teachers and administrators were involved in the summer workshops.

One hundred ten teachers, staff members, and consultants were involved in the in-service programs offered by the Career Education Office.

Workshops and in-services were held throughout the year for teachers and administrators at all levels and most academic areas.

The Drop-In Alternative School was added to the career education project. This school is composed of students from grades 7 through 12 who for some reason have decided to drop out of school. These children are given a second chance to return to school through this program. This brought the total number of schools actively participating in the program to 24.

An in-service for the administration and staff of the Drop-In Alternative School was held. A general overview of career education was presented.

Three classes were developed for teachers and administrators in the career education project schools. These courses were:

Cardboard Carpentry
A Short Course in Career Education
Curriculum Development

The short course was a result of considerable time and input from Casper's Chamber of Commerce, business, government, labor, and educational leaders. It was designed to give teachers the opportunity to learn firsthand about private enterprise and the job market in the Casper area. The title of the short course was The Establishment a Different Perspective. It was co-sponsored by the Casper Area Chamber of Commerce and Natrona County School District #1. Upon completion of the course participants received two hours credit from the University of Wyoming.

The course on curriculum development consisted of a select group of career education teachers and administrators. The purpose of the course was to design a curriculum guide explaining to teachers how to infuse the career information we had gathered into the present curriculum. Participants received two hours credit from the University of Wyoming upon completion of the course.

The community resource people made available through the Career Education Department were in constant demand by the teachers in the project.

In-service at the secondary and junior high levels was conducted at the schools new to the project this year. The schools being in-serviced were:

Natrona County High School
Dean Morgan Junior High School
CY Junior High School

On Thursday, November 6th, and Friday, November 7th, 1975, six secondary social studies teachers from Natrona County attended a workshop in Powell, Wyoming. The title of the workshop was: Career Education: The Role of Social Studies. The workshop was sponsored by the State Career Education Steering Committee, and the State Department of Education. The participants were given an introduction to career education and the role of the social studies teacher. The slide tape presentation developed by the career education project for Natrona County was shown by the East Junior High Career Education Facilitator. The groups were then divided into senior and junior high areas where they heard presentations given by social studies teachers

around the state on how to infuse career education into the social studies curriculum. The next day the session was conducted by Miss Connie Williams, a consultant from the National Social Science Education Consortium Project. It was the consensus of the group that many good teaching and career related activities were shared.

One of the goals of the project was to expand the career education philosophy to the two other junior highs and the other high school. As an introduction to career education in the Casper schools, the staff showed the slide tape presentation to:

CY Junior High on October 28, 29 & 30
Dean Morgan Junior High on October 20
Natrona County High on November 4

The faculty of East Junior High had not yet seen the tape presentation. On December 2nd, at the faculty meeting, the Career Education Facilitator for East Junior High showed the slide tape presentation and answered questions from the faculty.

In-service meetings with the faculty members were held at the junior high level. These meetings were held during school time and were conducted in each subject area and at each grade level. The meetings were small, and much was documented.

On October 21st, East Junior High School held its annual "Back To School Night". This is a night when parents come to school and follow their child's schedule. A letter was sent home to the parents of 7th grade students explaining career education at East Junior High, inviting them to drop by and visit the Career Education Media Center. Many parents visited the center to review materials and ask questions.

We were continuously adding new and current information to the media center at East Junior High School. We gave orientation classes on the use of the media materials to all 7th and 8th grade English classes. In keeping record of its use, we average 35 students per day seeking career information.

Two lists of elementary units were made available through the Career Education Office. One list included all the units available through the Career Education Office and the other included units developed in the Casper Career Education system. Both lists were organized according to grade level. The list also contained the title and author of the unit.

The job placement center at Kelly Walsh High School was quite active. Business people of Casper are very willing to cooperate with the center in providing jobs for students.

A slide tape presentation prepared by Natrona County School District #1 concerning career education was shown to seven local organizations. A brochure was prepared explaining the WHAT, WHO, WHY, WHEN, and HOW of career education in the Casper school district. This brochure was passed out during the showing of the slide tape presentation. A form was also given to each person which allowed them to volunteer their services to career education as resource people. (See Appendix N)

In-servicing was begun at the high school new to the project this year (Natrona County High School). The in-service was departmentalized. Meetings were held with the language arts department, foreign language department, and the vocational education department. These meetings were used to explain the philosophy of career education in the Casper school district, to show how career education could benefit their school, and how it could be implemented in the classroom.

A newsletter was being published monthly at both the secondary and elementary levels explaining what had taken place in career education in the previous month. Some of the major activities and events that had taken place are published in this letter.

Parent lay advisory committees were set up at each of the new project schools to help disseminate information concerning career education activities that were taking place in their schools.

Members of the career education staff and business lay committee met with the State Department of Education in Cheyenne to discuss a bill to be presented to the state legislature concerning state funding of career education.

A meeting was held with the State Steering Committee for Career Education in Powell, Wyoming, concerning this bill. At this meeting it was decided that the State Department of Education would feed information concerning the bill into their computers so that the information necessary to prepare the best possible bill would be available.

Mrs. Marlyn Corbett, Casper Chamber of Commerce, Mr. Ron Yeaman, American Sales Company, Mr. Carl Bocott, Career Education Facilitator, and Mr. Mike Elliott, State Department of Education, gave a slide tape presentation on career education to the Interim Committee of the Wyoming State Legislature.

On the second Wednesday of each month regularly scheduled meetings were held with the Career Education Business Lay Advisory Committee.

The State Steering Committee on Career Education met in Casper to discuss state wide plans for career education and to set up workshops and meetings for the remainder of the school year.

A workshop on Cardboard Carpentry was held. One-half hour of State Department recertification credit was given to participants in the workshop by the State Department of Education.

"THE ESTABLISHMENT; a different perspective??" was the title of a short course in career education that was offered. The course began January 22nd and ran through April 1st. The short course was taught by community leaders involved in labor, business, and industry. It was designed to give teachers a better understanding of "the work a day world" and to make them more aware of the types of jobs available in the Casper area. The enrollment included forty-eight (48) teachers and administrators who received two hours graduate credit from the University of Wyoming upon completion of the course. The participants were asked to do a project that they could use in a teaching situation. The class met for two hours every Thursday evening, either for a lecture by one of the businessmen or for a tour of their place of business.

A Career Education Science Workshop For Secondary Schools was held in Laramie, Wyoming. Three teachers from the junior high school, one teacher from the senior high school, one teacher from Midwest High School, in addition to Carl Bocott of the career education staff attended.

In February the career education staff visited all elementary schools involved in the project. The purpose of this visitation was to refresh the faculty of the career education concept, reacquaint them as to the kinds of materials available and the services offered by the career education staff.

Mrs. Delores O'Dell, Curriculum Coordinator for the Natrona County School District, and eight elementary teachers involved in the career education pilot schools worked on curriculum development for career related activities. They developed a guideline to show how career education activities and media may be infused into the regular curriculum at each grade level.

The career education staff, and Dr. Gerald Ross, Assistant Superintendent of Instruction, prepared a proposal concerning the continuation of career education in Natrona County School District #1. The proposal was presented to the budget committee of the Natrona County School Board.

On March 8th, 9th, and 10th, Carol Spickard, Junior High School Coordinator, spoke to parents of 6th graders entering East Junior High in September, 1976, about the career education project and career activities going on at East Junior High School.

Five administrators and teachers from the Casper school system visited the Davis County school system in Farmington, Utah. Participants making the on-site visit were: Dr. Gerald Ross, Assistant Superintendent of Instruction, Mr. Del Dittburner, Principal of East Junior High School, Mr. Ted Rogers, Principal

of CY Junior High School, Mr. Art David, and Mr. Dan Carter, Department Heads of Vocational Education, for both CY and East Junior High Schools.

These people spent a half day in each of three junior high schools to observe the industrial arts programs. At Layton Junior High School they saw the career education module concept which they had developed; at Bountiful Junior High School they saw a complete industrial arts program; and at East Mont Junior High School they observed a highly individualized industrial arts program.

Dr. Fred Pierce and Carl Bocott, of the career education staff, attended a meeting in Denver, Colorado, to discuss the close-out procedures for the career education grant awarded to the Casper school district. Mr. Frank Cupp, and Mr. L. E. Bak, of the Health, Education and Welfare Department, Region VIII, conducted this meeting for the benefit of all project directors of career education grants in Region VIII.

A news release concerning a short course in career education, sponsored jointly by the Casper Chamber of Commerce, the University of Wyoming, and the Natrona County School District Career Education Department, was published in the Casper Star Tribune February 29, 1976.

The slide tape presentation was shown to the State Legislature in Cheyenne, Wyoming, to help them better understand the career education concept and how it functions.

The Natrona County Career Education Department developed a Century Club for those members of the community who have been called upon either as guest speakers or conducted field trips one hundred (100) times or more. These people received publicity in the local newspaper.

Third party evaluators met in Casper March 1st and 2nd. This was an on-site evaluation of the process and procedures of the project. The team of evaluators; Ken Spooner, John Ryan, and Mike Elliott, ramdomly choose three of the original elementary schools in the project, and three schools that were not involved in the project. At each school they interviewed students, teachers, and the principal as to their involvement in career education.

On the secondary level they visited East Junior High School and Kelly Walsh High School.

Mr. L. E. Bak, Program Officer Vocational Technical Education, Occupational and Adult Education, Department of Health, Education and Welfare, made an on-site visitation of the project. During this visit he was shown examples of the kinds of things related to the career education project in Casper. This included visits to elementary, junior high, and the high school

involved in the career education project. He visited with students, teachers, administrators, career education staff, and the businessmen who serve on the Career Education Advisory Committee. His written evaluation was sent to the career education staff upon his return to Denver.

A workshop was held in Rock Springs, Wyoming. The topic of the workshop was "The Role of Language Arts and Reading". Two Casper teachers, Nancy Curtiss, and Janet Herseim from East Junior High School were presenters at this workshop. A total of nine Casper teachers and administrators attended the workshop.

Carl Bocott of the career education staff, attended a State Steering Committee meeting in Cheyenne. The purpose of the meeting was to discuss ways and means of getting state legislation accomplished to provide funding for career education. A meeting was held in Laramie, Wyoming, with the State Steering Committee, legislators, and lobbyists, to discuss and plan a format for developing strategy to accomplish this goal.

Mr. Mike Elliott, Career Education Coordinator for the State Department of Education, and Mr. Carl Bocott, Career Education Facilitator of Casper, Wyoming, visited the Experienced Based Career Education Program in Portland, Oregan. This program is funded by NIE. They were impressed with the program, and it seems to be a logical step to take in career education. Teachers, administrators, and business people of the Casper community will be attending workshops concerning EBCE during the coming school year to study its' relevance and adaptability to our local school system.

The State Steering Committee for Career Education met in Casper to discuss and plan career education activities for the 1976-77 school year in the state of Wyoming. Workshops were set up in all major subject areas, and the committee worked with state politicians and lobbyists to design a bill for the future state funding of career education.

St. Anthony School held a Career Day for the upper elementary students. Over fifteen resource persons spent the day presenting their particular occupations.

Starting on March 30th and running through April 29th the teachers from CY Junior High School visited East Junior High School on the average of three teachers a day. They were given an orientation of career education at East Junior High School, visited teachers active in career education, visited the career education media center and were taken on a tour of the building. At this time materials and units designed by East Junior High teachers were discussed with CY faculty.

The English teachers from Natrona County High School were inserviced. They were given an orientation of career education

at Kelly Walsh High School, visited teachers active in career education, visited the career education media center, and were taken on a tour of the building. At this time materials and units designed by Kelly Walsh teachers were discussed with the Natrona County High School faculty.

Eight students and one teacher from Kelly Walsh High School attended a Solar Workshop held in Billings, Montana. The expenses for this workshop were paid by the career education project.

The Kelly Walsh Trojannaires, under the direction of Glenn Vliet, developed a program called "Careers In Music". This was presented upon request to all elementary schools in the district.

Kelly Walsh High School held a law week. During this week the speakers spoke to approximately six-hundred students about careers in the law profession.

Instructors from Casper College visited teachers and students at Kelly Walsh High School. The purpose of these visits was to explain courses and programs offered at Casper College.

In recognition of National Law Day, a Career Law Day was held at East Junior High School. Several persons involved in law enforcement in various ways were invited to come speak to the students.

A Bicentennial Day was held at East Junior High School. The day began with students attending patriotic assemblies presented by Miss Bender's 8th grade American History classes. Following lunch, more than forty-five resource speakers were present to either speak or give demonstrations on hobbies or crafts that have transcended through the two-hundred years. After school guests and teachers were invited to a tea where they ate a bicentennial cake which had been baked by the 9th grade Home Economics classes. The cake depict scenes from Wyoming history. The students attended a square dance in the gym which was called by a professional square dance caller.

The Career Education Department in cooperation with the Casper Area Chamber of Commerce and the University of Wyoming again offered a course "Field Studies In Career Education 674M". Participants in the course were given two hours of graduate credit from the University of Wyoming. Two sessions were held, one starting June 1st and running through June 14th, and the other beginning June 7th and ending June 18th.

Mr. Mike Elliott, State Department of Education, and Mr. Carl Bocott, Career Education Facilitator of Casper, attended the National Conference held in Vail, Colorado, during the week of June 14th. Many areas of career education were discussed and

much information was gained concerning problem areas. It was a very rewarding and worthwhile conference.

On May 23rd an article was published in the Casper Star Tribune concerning an outstanding service award presented to business people by the Career Education Department.

A Career Week was held at St. Anthony's School March 29th through April 2nd. Some eighty-one 7th and 8th graders were able to take part in activities such as unpacking boxes, taking inventory, and making bouquets of flowers to take back to class.

A workshop was held in Riverton, Wyoming, on May 6th and 7th. Topic of the workshop was, "How To Do Career Education At The Elementary Level (K-6)". Casper, Wyoming furnished presenters for this workshop. The presenters were:

Sister Mary Adele Appleby, St. Anthony School
"Career Education and The Parochial School"

Bill Siebke, Willard
"The Interdisciplinary Approach to Career Education"

Carl Bocott, Career Education
"The Use Of Community Resources"

Seventeen project teachers attended the workshop. Participants were:

Sister Mary Adele Appleby
Bill Siebke
Carl Bocott
Tom Adams
Jan Eckerdt
Fred Cawiezell
Shirl Gallo
Scott Gallo
Scott Peterson
Donna Ray
Dudley Haines
Gwen Boyer
Nedra Jasperson
Forrest Leff
Isabelle Perry
Doris Dinsmore
Myrtle Roberts

On April 9th, Sharon Weeks, Reading Specialist from Rock Springs, visited the Casper career education project to see how we infused career education into our present system. She examined materials in the system and saw how they were put to use.

E. Evaluation

Each year during the three year period, the Career Education project was evaluated by a third-party evaluator.

Such an evaluation was written at the end of the first year of the project and had two major purposes (1) to determine the progress towards the achievement of the stated goals of the project, and (2) to point out any other findings which may influence future planning in Casper or in other districts. The primary purpose here was to determine general progress towards achievement of broad goals, not necessarily the immediate success of specific objectives. Therefore, this evaluation includes certain extraneous, but relevant, material which shows progress towards the goals.

The first year evaluation indicated the project was making excellent progress in all areas. It focused on specific strengths and weaknesses and particular achievements of the project. The project had just completed its first year of three; and therefore, the judgments and conclusions about progress were made in terms of achievements to date, not the total achievement expected in three years.

The overall conclusion was that the program was excellent, and that progress in all areas was satisfactory; in many instances it was excellent. There appeared to be no serious problems. Even in cases where intensified effort had been suggested, it should not have been interpreted as a shortcoming of the project.

The evaluator attempted to point out some of the strongest and weakest points of the program. Comments were intended to be an aid to planning or suggestions for intensified effort in certain areas. These observations are a result of feed-back from objective data and observations or interviews with staff and students.

There appeared to be excellent rapport between administrators and the project. Apparently, even before the project began, most staff members were supportive of Career Education. The project director had enhanced this good rapport which may have been largely responsible for the success of the project to this point.

The director had done excellent planning in order to maximize the use of available resources. For example, he managed to utilize class projects that teachers conducted in order to produce slide-tape shows or other materials which were needed to carry out the project. The circulation of films, curriculum materials and other things had also been done with efficiency.

The dissemination of information pertaining to the program, its philosophy, and resources available were excellent. At all levels, staff and students were well informed about the purposes

of the project and about materials available. This dissemination was accomplished through local newsletters for both the secondary and elementary schools, at frequent meetings between the project members and staff members, and by a great deal of personal contact between the project personnel and staff members. All of the staff members interviewed by the evaluator were exceptionally well informed about the project.

Opportunities for in-service training available to teachers and administrators were excellent. Virtually everyone in the project schools had an opportunity to become informed and to develop skills or acquire curriculum materials. The quality of the in-service training, judging from participants reports, varied from fair to excellent with most being of very high quality. In one case where there were several complaints about the quality of the in-service training, the director made changes in order to correct the situation.

At the secondary level, some awareness activities were needed. Senior students interviewed seemed unaware of alternatives which were open for them. However, the evaluator noted that this situation was one that will correct itself when the present sophomores become seniors. These students will have received awareness activities not available to the present seniors. However, it is a problem that would continue to exist to some degree if someone at the senior high level did not assume the duty of conducting awareness activities. The evaluator recommended that the counselors or a career education facilitator may be the logical staff members to do this. A career education facilitator was added the following year to amend this problem.

It was noted that both the director and the senior high director of guidance had done excellent planning and introduced some outstanding activities. However, the counselors were overburdened and were unable to follow-up the good orientation which they had begun.

Several techniques or approaches were suggested which might permit the counselors to offer career education guidance more efficiently. These suggestions were presented as possibilities which could be investigated. Here again this problem was partially alleviated the second year by hiring a career education facilitator at the senior high level.

The counselors should continue the excellent work begun in making career material available to the student. The reactions to the presentation on the OVIS were excellent.

In summary, the quality of the project was excellent in all areas. Given the present rate of progress, the program should meet or exceed all expectations at the end of three years. The recommendations made should not be interpreted as criticisms of the ability or the quality of work that anyone has done, rather they were indications of where efforts may be concentrated for the coming year.

The evaluation for the second year of the career education program focused on:

1. Self-awareness in grades 3, 6, and 9.

2. Awareness and knowledge work in grades 3, 6, 9, and 12.

3. To what extent students who had left school been placed in: (a) a paid occupation, (b) further schooling, or (c) unpaid work related to current career choices.

4. Treated students increased competencies in career decision skills of grades 9 and 12.

5. Treated students increased competencies in basic academic skills at grades 3 and 6.

6. Treated students increased competencies in work seeking and work getting skills at grades 9 and 12.

7. The number and types of job preparation opportunities within the school in grades 10 and 12.

8. The distribution of expenditures by grade level breakdown.

Self-awareness was measured at the 3rd, 6th, 9th and 12th grade levels. The treatments which related to self-awareness were: administration support of Career Education, the use of community resources, the use of career education curriculum materials, such as curriculum guides, curriculum infusion technique and films.

In the junior and senior high the parents' influence on the student career decision related negatively to the student self-awareness. Another finding was that females in both the junior and senior high schools had higher self-awareness scores.

There were several career education treatments which related significantly with the student self-awareness scores. There were also some nontreatment variables which related highly, having to do with the teachers' commitment to and understanding of Career Education, parent influence over student career decisions and sex differences.

Career awareness related to the teacher understanding of and commitment to career education, the use of community resources, administration and project support, and student perception of the importance of this interest related to making career choices.

The evaluator concluded that there was no single treatment which effected all grade levels of students career awareness. Therefore, it was recommended that specific treatment be implemented for each grade level. At the lower grades emphasis should be to impact teacher commitment to and understanding of Career

education; and at the junior and senior high school level, emphasis should be to impact students' interest in his career decision. Some treatments did relate to specific grade levels tested, however, the elementary student scores showed greater relationship to career education treatment than did the secondary students scores. However, one must keep in mind that the extent of treatments was measured differently in the elementary than in the secondary grades. This fact made cross level comparison tentative at best.

The Career Center at Kelly Walsh was the only treatment which addressed the placement question. It did not attempt to serve students that had dropped out of school. It did, however, coordinate a system wide placement service for all students. For the first year of operation it did an impressive job.

The student interviews indicated that most seniors were either planning to go on to school or had a job waiting for them. Only 15% of the students interviewed were undecided. These students had more than one alternative from which to choose. There were no students that were undecided on their future and had no alternative to explore. There were two students in the original sample that had left school.

Decision making skills were measured in the junior and senior high school levels with the 12th grades doing slightly better than the 9th graders. The evaluation showed that the students recognize the value of the career information service. It was recommended that one should consider expanding this service to include career counseling.

The fourth and sixth grades were used as a sample group for assessing the effects of career education on the students' academic skills. The results of this testing were inconclusive. There was no significant difference in either group. No conclusion could be drawn from the data. A time series design would have been more appropriate means of analyzing the Stanford Achievement scores in an effort to infer impact of career education on the student academic achievement.

The student job-seeking and job-getting skills related to three variables for both the 9th and 12th graders. The student with good pre-placement skills perceived their interest as being very important in their career decision making. The student with poor pre- placement skills perceived his parents' wishes as being highly important to his career decision making. Lastly, females had better pre-placement skills than males.

The evaluation showed that there is a definite relationship between primary treatments, those treatments effecting the teacher, and secondary treatments, those treatments implemented by teachers to effect students. The project showed greater success in the elementary grades in this respect.

The Career Center concept appeared to be the brightest spot in the secondary career education effort. The student interviews indicated a need to further promote this Center so that all students become aware of its services.

The project has impacted many teachers and most administrators. It was the evaluator's judgements that progress was made towards the goals of career education at the pilot schools.

The third year evaluation was concerned with: (1) Self awareness, (2) Career awareness, (3) Academic performance, (4) Attendance, (5) Student follow-up and, (6) Process review.

This evaluation was limited to descriptive information. Comparisons were drawn among schools having received career education treatments for (1) three years, (2) two years, and (3) no years.

The evaluator cautioned that any comparison among these three groups should be tempered with restraint for the following reasons:

1. The treatments were not randomly assigned to subjects. This questions the treatment group equality.

2. The treatments were not isolated and, therefore, teachers and students in non-treatment groups could have received career education experiences. Also, teachers and students in the treatment schools may not have experienced career education treatments because of the voluntary provisions for project involvement.

3. There was at this time a severe limitation in the ability of current measurement instruments to accurately assess the desired student outcomes.

In reviewing the data of this evaluation one finds only one area where there was a significant difference. Students at East Junior High School had a more positive self concept than those at CY Junior High School.

The data collected for the junior and senior high schools confirmed that the greater number of career education treatments were students in the school involved in the Career Education Project.

The analysis showed that career education had little or no impact on the 4th and 6th grade student's academic performance. It was recommended that the schools continue to implement career education so that students can benefit from the positive aspect of career education, which are improved self-awareness and career-awareness.

The evaluation showed that lack of student attendance was not a major problem in the school district. The attendance for the

junior high school fluctuated between 92 and 97 percent over the four years surveyed, and approximate five and one-half percent deviation, and within any one year the average fluctuation was approximately three percent. The difference between CY and East final attendance percentages was less than one percent. This same problem was apparent in the analysis of the high school data.

It was the evaluator's view that although the findings do not support the claim that career education treatments improve attendance, they do reflect a high interest in school by the students of the district and that this interest may be in fact due to the district's willingness to change both it's policies and curriculum in an effort to deliver the most meaningful education possible.

Because of the small sample of students involved concerning the follow up study, the evaluator did not extend the data to the extent necessary to make recommendations. The students' comments were presented so that readers of the evaluation could draw their own conclusions.

In interviewing elementary administrators, teachers and students involved in the Career Education Project, it was found that the Career Education Project was having a positive impact on the pilot schools.

The evaluators in interviewing teachers from six elementary schools made the following observations:

1. Elementary teachers for the most part had objectives specified for their career education units and, in the main, had a commitment to career education.

2. There were several very creative approaches being used to implement career education.

3. The administrators of the elementary schools involved in career education were, for the most part, committed to further implementation of the concept. It was felt by the administrators that career education added to the quality of education delivered by the schools.

4. The administrators, for the most part, attended one or more of the in-service workshops sponsored by the project and had an understanding of the basic concept of career education.

The evaluation team had a difficult time establishing the extent of any impact the project might have on the students' career awareness and self-awareness. However, it was established that the students did like the field trips and enjoyed the guest speakers. The project schools had many of both types of experiences.

There was evidence that career education was being implemented in each elementary project school.

The evaluators interviewed the building principal, teachers, and students at East Junior High School. It was found that career education had been extensively implemented in the school with the major thrust being a career class and a Career Corner where occupational information was available to students. There was also evidence that career education concepts were being infused into many other classes.

The evaluator did not spend extensive time with the building principal inasmuch as he had talked with the principal on several occasions concerning the school's commitment to career education. It was the view of the evaluator that the administrator of Kelly Walsh High School is committed to the career education concept and has supported the concept and will continue to support the concept of career education as an intrical part of the high school curriculum.

In interviewing the teachers at Kelly Walsh High School the following generalizations can be made:

1. The teachers at the high school level are sold on the concept of career education and will continue to promote career education even though the federally funded project was scheduled for termination at the end of this year.

2. It was found that the teachers rely extensively on the services provided by the career education coordinator for the high school.

3. The in-service workshops were of value to teachers in their development of an understanding of the concept of career education in their identification of needed resources for implementing career education.

In interviewing students at Kelly Walsh High School for possible impact of careeer education experiences upon them, it was observed that:

1. Most had an idea of the types of jobs they wanted once they had graduated from high school.

2. Most had some exposure to the Career Center either through class assignments or through individual career exploration efforts. A few students were not aware of the existence of the Career Center. It was found that, in the main, the students had positive attitudes toward school. The evaluators felt there was evidence that the Career Education Project had a positive impact on the high school program.

Evaluators interviewed four business persons within the community

to identify the involvement of the community and the understanding and support of the community of career education.

In summary the evaluators felt that the most outstanding aspect of the entire project, demonstrated to date, was the community involvement. It is beyond a doubt an exemplary portion of the project and should be replicated in other communities wishing to develop a high quality career education program.

F. Conclusions, Implications, and Recommendations for the Future

Introduction

The Career Education Project as introduced and implemented in the school district, is a system that is of help and support to students today and can continue to be in the future. The project is one that sets forth specific and important objectives; the design of techniques to accomplish those objectives; and outlines methods for determining the attainment of the objectives. Given the experience gained during the last three years, and considering the learning that has accrued, it is logical to assume that the project will contribute a great deal to the students of School District #1, Natrona County, Casper, Wyoming, and to the local, state, and national development of career education.

Conclusions

1. Workshops and in-service have been important in the development of the Career Education Project in Casper. The professional personnel in the district were made more aware and knowledgeable of career education because of the workshops, in-service programs, and other instructional development activities. The career education staff members noted a gradual improvement in awareness and understanding of career education during the course of the three years.

2. Personnel using the equipment and material purchased with the career education project budget, generally found the materials and equipment to be very helpful. The career education staff observed considerable satisfaction among the teachers using these materials. Teachers were extremely positive regarding the usefulness and effectiveness of these materials.

3. An increase in student options was made available by opening new programs to meet the individual needs of the student. Examples of such activities are a nurses aide program and a business co-op program.

4. The Career Education Program helped the students to improve their self image, career awareness, and decision making skills and thus led to greater utilization of the vocational education component of the system, and brought forth an increase of vocational facilities and vocational education programs at the secondary level.

5. The job placement center allowed for more meaningful experiences for the total target population, not just the college bound student. Students were able to prepare for interviews and were made aware of the jobs available in our community that do not require a college education.

6. The use of steering committees made up of school administrators, teachers and career education staff members was developed. These committees adequately fulfilled the purpose for which they were designated by developing program articulation to share career education activities and events that had taken place in their respective schools, and to plan future career education activities and events.

7. The Career Education Program indicated no negative effects concerning student outcomes. Although evaluation concluded no significant difference academically, a significant difference was noted in the students; comprehension of self concept, career awareness, and knowledge of the adult world.

8. The use of community resources was one of the essential components of the Career Education Program in the district. Through the use of guest speakers and field trips, it was possible to promote better understanding between the school system and the community.

9. Improved guidance and counseling were achieved by employing facilitators at the senior high, junior high and elementary levels. Improvement has also come through teacher awareness.

10. By infusing the Career Education Program into the regular curriculum, the curriculum was enriched and became more relevant to the student.

11. The Career Education Program provided an atmosphere which created a closer community and school relationship. A positive attitude of the community toward the school and the school toward the community evolved.

12. Federal funding of the project was of great importance and had a tremendous impact on the project. The district was able to purchase more materials and equipment, provide workshops and in-service activities, and employ a staff. This would not have been as possible without the use of federal monies. These monies facilitated the professional and project staff to visit other career education projects, and to gather information necessary to develop a good career education program in the district.

13. Through the use of lay committees, the project staff was able to promote and expand the concepts of career education to many people in the community and state. By joining with business, industry, labor, manpower services, and parents we were more able to adequately prepare students to become more productive members of our society. These committees were able to investigate methods of cooperative study for a community curriculum.

14. In order to get the job done, it was necessary to have an appropriate staff.

15. All teachers in the district were familiar with the career education concept to some degree which did not allow for a control group that had not been contaminated to some degree. Although this splashing effect did not allow for testing the true effects of the career education program, it did allow for all students in the district to gain from the career education program.

16. The inclusion of a private parochial school in the project opened lines of communication between the public schools and the private school. It allowed for greater utilization of resources and had a profound effect on the attitude of the community on education in general.

17. The term career education needs to be removed. One of the hurdles the project faced was the stigma attached to the word career not only by school personnel, but by the lay public.

18. Because of the scope and sequence of career education, three years is not enough time to fully develop the personnel, curriculum, activities, and experience necessary for a comprehensive program.

19. Curriculum articulation and development are best attained by infusing the career education program into the regular curriculum. This helps to alleviate overlapping and allows for career education to compliment the regular curriculum.

20. The special education program in the district benefited from the career education program. Materials were made available that helped students to gain a better knowledge of the world of work and the job placement program was expanded to include these students.

Implications

1. Workshops and in-service programs were necessary to the program. Educational personnel and lay people alike were able to become more aware of the importance of career education, the need for career education, and how to effectively infuse career education into their subject areas.

2. The purchase of equipment and materials facilitated the infusion of career education in the instruction and learning activities in the classroom.

3. Because of the large number of options made available to students through the career education program it was possible for students to discriminate between career choices. They were able to attain information that helped them determine if they were mentally, socially, physically, and academically prepared for a particular career. They were able to distinguish between careers they disliked as well as liked, and were able to use what preparation was necessary for careers they might choose.

4. The vocational education program in the district took on both new scope and meaning. The vocational education program and career education complimented each other.

5. The job placement program allowed for students to obtain hands on experience and to realize the many career options available to them.

6. Steering committees allowed for discussion and recommendation of career education management throughout the district. These educators were instrumental in curriculum development, instructional techniques, and coordination activities. They were able to share what was taking place in each school and plan future career education activities.

7. Career education had a positive effect on the attitude of students concerning the world of work and the adult world.

8. Community resources allowed teachers to draw from the education and knowledge to the total community. Through the use of the expertise of the community teachers were able to increase the knowledge available to each student through the use of resource people and field trips.

9. Counselors and guidance personnel were able to offer more options to students by the information obtained through the career education program.

10. Infusion of career education into the regular curriculum made the concept more acceptable to teachers. They did not have to teach anything different but rather were able to teach the same subjects differently, enriching and reinforcing basic subjects.

11. Through the use of the community, it was possible to broaden the curriculum and knowledge of the target population.

12. Without the use of federal funds, career education could not have become part of the curriculum in our district. The district would not have able to absorb the costs staffing, equipment, workshops and in-service, etc. Federal funding provided the financial support to implement a program of benefit to the majority of learners in the district. Dependency on local and state resources would have greatly

limited the implementation of the philosophy of career education and development of related concepts.

13. The use of lay committees made educators more aware of the community and the community more aware of the educational process. Both educators and the community were able to work together and make decisions that would help to better prepare students for their life roles in society.

14. By employing a staff that could devote its time to career education, students were able to gain more knowledge, develop and use materials, utilize resource people, that would have otherwise been limited to them.

15. Contamination made it impossible to evaluate the total effect of career education in the district; however, it allowed for all schools in the district to become familiar with the career education program and make it available to their respective schools.

16. The public school working with the private school gave the indication that the education of all students could be improved.

17. The term career education needs to be changed to eliminate certain stigma that seems to be innate in the word career.

18. The career education program was unable to develop to its fullest potential within the three year exemplary program.

19. By infusing career education into the regular curriculum the goals and objectives of career education are attainable without massive overhauling of the curriculum.

20. Special education students were able to benefit from the career education program by program enrichment and job placement. However, employees must be made more aware of the capabilities of these students.

Recommendations:

1. Workshops and in-service programs should be continued and an increase in emphasis would be placed on the in-service of persons involved in the project. The size of the district and the financial support did not allow for total involvement. In-service and workshops should include both the formal, involving courses for credit, and informal methods, such as group and individual meetings and coffees.

2. Purchase of equipment and materials should be continued to keep the present quality of the program. Money should be made available for the repair of and replacement of present equipment and materials.

3. The district should continue to look for and make available new programs which will meet the needs of the individual students of the district.

4. Career education should continue to work with vocational education and they should continue to develop new programs that will meet the needs of even more students. One such cooperative effort could be experiences based career education program.

5. The job placement center should be continued so that students have the opportunity to see the kind of work experiences that are available in our community.

6. Steering committees should be continued as they allow for inter-school discussion and decision making concerning career education in the system.

7. The career education program should continue to develop programs that will help students to develop a positive attitude toward self and others, a sense of self worth and dignity, and motivation to accomplish personal goals.

8. The use of community resources should be continually emphasized as an integral part of the career education program. Continued emphasis should be placed on the planning, coordinating, and evaluating of community resources as part of the career education program.

9. A continued effort to improve the guidance and counseling of all students, and teachers should be made so they become more aware of the assistance they may offer in their area.

10. Infusion of career education into the existing curriculum should be continued. This relieves the burden on the already pressured time allotment of the school day and helps students to become more aware of the relevance of what is being taught in the system.

11. The career education program should continue to involve the community and develop more community resource people and potential for the district.

12. State funding should be available for career education to some degree.

13. Lay committees are valuable, but their design, make up, and purpose should be constantly evaluated and if their original purpose and goals have been accomplished they should be abandoned, and new more relevant committees should be formed.

14. An adequate staff is necessary for the continual excellence of the career education program. The duties of some staff members may be combined because of the knowledge gained in

the project, but to effectively continue the program, all full time staff members and a secretary are essential, or the equivalent thereof.

15. Contamination of all students might be avoided so a more adequate experimental and control group may be maintained to evaluate the true effects of career education in our district. However, this district feels that the contamination caused by the splashing effect was beneficial to all students of the district.

16. The district should continue to look for and make available new programs which will meet the needs of the individual students of the district.

17. A new name for career education should be found. The name should be one that does not create a stigma with any one area of the world of work or the adult world.

18. If new career education programs are developed, it is recommended that at least five years be allowed to initiate the program.

19. The district should be continually planning, developing, implementing and evaluating the curriculum to make certain the career education program is both comprehensive and relevant to the students of the district.

20. The career education program should continue to work closely with the special education department by helping to enrich the curriculum by providing materials, community resources, and job placement for these students.

APPENDIX A

THE STATE OF WYOMING

STANLEY K. HATHAWAY
GOVERNOR

Employment Security Commission

DWIGHT J. JONES
CHAIRMAN

R. A. LAMBORN
VICE CHAIRMAN

VICTOR GARBER
COMMISSIONER

DON E. LEIDE
EXECUTIVE DIRECTOR

P. O. Box 680
Casper, Wyoming 82601

November 2, 1972

Mr. Maurice F. Griffith
Superintendent of Schools
Natrona County School District #1
Administrative Offices
S & Elm Streets
Casper, Wyoming, 82601

Dear Mr. Griffith:

Your proposed "Career Educational Program" would be a definite asset to the Natrona County educational system.

New entrants into the world of work have little knowledge of how to look for a job or what an employer will expect of them as employees. Inability to recognize the application of academic training to job skills is a prime factor in the school drop out rate. It is also responsible for the failure of many high school graduates to be realistic in their employment goals.

Casper is not just changing from an oil capital to an energy capital; industries such as Control Data Corporation and Goodmark, Inc. are bringing production line work to our area. If this trend toward diversification continues, the need for a "Career Educational Program" will become more urgent.

Since the students of today are the employers and employees of tomorrow, the Wyoming State Employment Service is vitally interested in projects such as this. Members of our staff are available upon request to address students or participate in group discussions regarding employment problems and the various programs administered by our agency.

Very truly yours,

W. O. Kuhn
Manager

WOK:df

WYOMING TRUCKING ASSOCIATION, .

BOX 1909 • 109 RANCHO AVENUE • PHONE 234-1579 • CASPER, WYOMING

L E MEREDITH
MANAGING DIRECTOR

November 1, 1972

Mr. Maurice Griffith, Superintendent
Natrona County School District No. 1
Administration Building
8th and Elm
Casper, WY 82601

Dear Mr. Griffith:

The Wyoming Trucking Association is interested in learning more about the Career Education program being proposed for the Casper schools.

From what we have heard, this program may go a long way towards filling a need within our industry. We certainly have no reservations about the fine curriculum that is presently employed in the school districts across our state, but we do feel that a program such as Career Education could be included in the present curriculum for the mutual benefit of both the transportation industry and the young person seeking a job.

Our largest problem in attracting young people to transportation seems to be a lack of exposure to the industry during the school years. Our industry has almost limitless prospects for advancement and the majority of these prospects do not require a college degree for attainment. We need billing clerks, dock workers, office and secretarial help, computer operators, data processors, mechanics, salesmen, management trainees -- to name a few possibilities, but the young people graduating from our schools are going elsewhere to look for work.

Transportation is vital to the survival of Wyoming. As an Association, we do all in our power to promote the industry, through appearances at Career Days in the schools to providing teaching aid materials whenever asked. The careers in transportation are rewarding and challenging, but again, our exposure is limited. As a result, the transportation industry is not getting its share of the young people.

One critical area is in the lack of people available to drive the trucks. For this reason alone, WTA, with the State Department of Education and the Wyoming State Employment Security Commission, will be opening a truck driver training school in January. During the next two years, more than 400 truck driving jobs in Wyoming will go unfilled -- because there are no qualified people available. Truck driving is only a part of the industry which needs help.

Our Association and its members would be more than happy to provide what expertise and assistance we can in order to give our young people the chance of at least considering the transportation among their career choices.

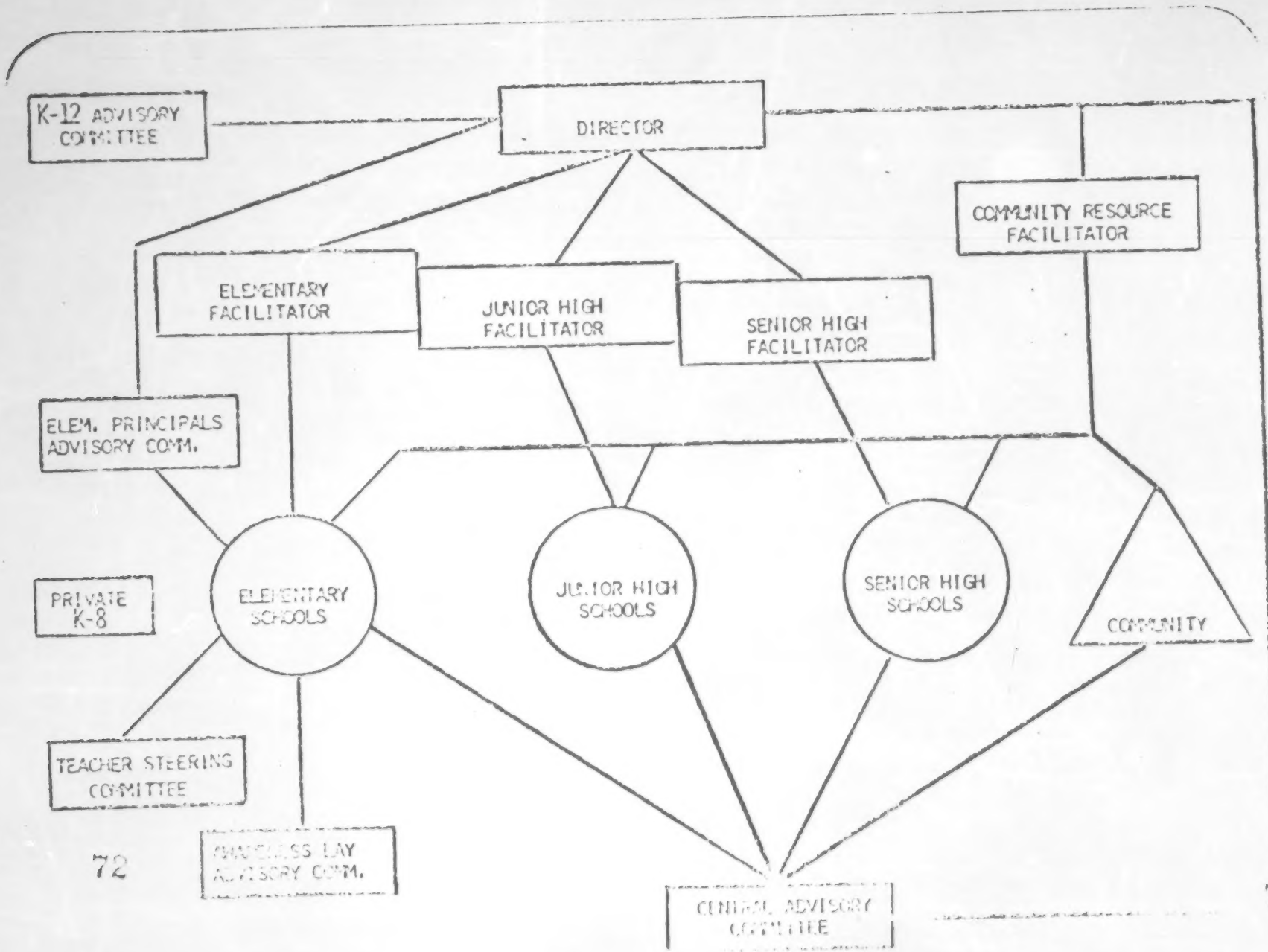
Yours truly,

Sharon D. Nichols

Sharon D. Nichols
Administrative Assistant

SDN:je

APPENDIX B


K-12 ADVISORY COMMITTEE
DIRECTOR
COMMUNITY RESOURCE FACILITATOR
ELEMENTARY FACILITATOR
JUNIOR HIGH FACILITATOR
SENIOR HIGH FACILITATOR
ELEM. PRINCIPALS ADVISORY COMM.
PRIVATE K-8
ELEMENTARY SCHOOLS
JUNIOR HIGH SCHOOLS
SENIOR HIGH SCHOOLS
COMMUNITY
TEACHER STEERING COMMITTEE
MINORITY LAY ADVISORY COMM.
CENTRAL ADVISORY COMMITTEE

APPENDIX C

PAROCHIAL-PUBLIC SCHOOL INVOLVEMENT IN FEDERAL CAREER EDUCATION PROJECT - NATRONA COUNTY, WYOMING 1973-76

Sister Mary Adele Appleby. BVM
St. Anthony School
Casper, Wyoming

PAROCHIAL-PUBLIC SCHOOL INVOLVEMENT IN FEDERAL CAREER EDUCATION

PROJECT - NATRONA COUNTY, WYOMING 1973-76

OUTLINE

I. Federal Career Education Program

A. Approved for Natrona County, Wyoming 1973

1. Preliminary Planning
2. Project Director - State Director
3. Involvement of Pilot Schools

B. Implementation in Beginning Stages

1. Coordinators selected
2. Principals involved
3. Guidelines applied

II. Parochial School Involvement

A. Initial Stages - same as District

1. Principal/Coordinator Cooperation
2. Faculty/Administration Cooperation
3. Presentation to Parents
4. Cooperation with District Program

B. Implementation 1973-74

1. In-Service for Teachers
2. Faculty Involvement
3. Steering Committee
4. Use of Materials & Unit Development
5. Motivation Factors & Encouragement
6. Faculty-Student Evaluation - Federal

C. Development in Second Year - 1974-75

1. Continued In Service and Coordination
2. Unit Development - Field Trips - Speakers
3. Steering Committees - Facilitators
4. Parents informed and updated

5. Special Projects with District

6. Federal Evaluation - Verbal & Written

C. Third Year 1975-76 (In process)

1. Continued In-Service

2. District Cooperation - New Director

3. Projects continued in Curriculum

4. Career Education Center for materials

5. Future District Plans

III. Business - Community Involvement

A. Parents in School

1. General Encouragement

2. Field Trips

3. Speakers

B. Career Education Office

1. General Interest - In-Service Publications

2. Field Trips

3. Speakers

4. Mini-Courses

5. Career Day

6. Materials

IV. Evaluation of District/ School Cooperation

A. Subjective Observations

1. Local

2. State

3. Federal

B. Recommendations

1. Local

2. State

PAROCHIAL - PUBLIC SCHOOL INVOLVEMENT IN FEDERAL CAREER EDUCATION

PROJECT - NATRONA COUNTY, WYOMING 1973-1976

I. Federal Career Education Program:

The definition of Career Education as it was proposed in the federal program for Natrona County reads as follows:

> "Career Education is a systematic, cohesive, and comprehensive plan of instruction that will provide each student the opportunity to plan and prepare for a satisfying and meaningful role as a working member of society. A total program of career education should provide an organized non-traditional integrated approach to the regular curriculum, which gives purpose to education and prepares all learners of all ages and abilities with motivation to realize success in their careers, as citizens and as members of a family and the community." [1]

In order to fulfill this definition certain goals were proposed. They are as follows:

1. Career Awareness: To make all education subject matter more meaningful and relevant to the individual through restructuring and focusing it around a career development theme.
2. Self-Awareness: To provide all persons the guidance, counseling, and instruction needed to develop their self-awareness and self-direction; to expand their occupational awareness and aspirations, and to develop appropriate attitudes about the personal and social significance of work.
3. Attitude Development: To prepare all persons completing secondary school with the knowledge and skills necessary to pursue further education or to become employed.
4. Educational Awareness: To build into the educational system greater utilization and coordination of all community resources. [2].

This proposal was submitted to the Federal Government and approved for implementation in 1973 with funds allocated for three years.

Dr. Fred Pierce was appointed as project director for the School District, and with cooperation of the State Superintendent of Schools and the Director of Guidance Services, as well as local administrators, he began preliminary planning with seven pilot schools in the district in September, 1973. These pilot schools included six public schools, and St. Anthony's Parochial School which is the only parochial school in the area. This initial contact was made through the principal of each school. Since St. Anthony's was the only school with an elementary Counselor, she was included in this original contact.

The program began implementation with a meeting of these principals (and counselor) first, individually, by Dr. Pierce, and then as a group with State and Local Administrators. The goals were explained and suggestions for implementation were proposed by all present. The result of this first meeting was an enthusiastic reception and cooperation on the part of all present. Since the area of Career Education is an integral part of a guidance program the counselor from St. Anthony's was appointed as coordinator for the parochial school and met with the principals for all subsequent meetings. The principals of the public schools acted as coordinators in their respective schools.

The implementation continued from this point on with monthly meetings of the principals with Dr. Pierce. There was much give and take and each suggestion was considered carefully. The federal program provided in-service field trips for the principals to other programs within and outside of the State and the enthusiasm continued and guidelines were explained and implemented in each pilot school. All the schools participated fully in purchase and use of materials, with each school ordering and housing its own for the teachers in that school. However, all the schools were

free (and encouraged) to use materials available in other schools in the project. It was a good opportunity for cooperation between all faculties and served to encourage teachers and give them support for their own creative abilities for implementation.

II. Parochial School Involvement

As coordinator for the parochial school involved, I feel that I can speak best as to how I saw the program in the District develop in our own school so the rest of this report will be based on my own observations within our own school.

In the initial stages of implementation and organization we have already described how we became involved. We participated fully in all the programs open to the public schools. The principal of our school was as completely involved and enthusiastic about the program, and encouraged me to participate in whatever the principals were asked to do or whatever was decided as a group. However, as coordinator, I was responsible for the actual implementation of most of the projects. We worked as a team always and each of us was informed fully so that we supported each other.

The stress we found was placed on teacher creativeness and classroom involvement so this is what we encouraged as each new step was proposed. We took it to our teachers from the very beginning and the more they participated the more creative they seemed to become.

Our next step was to take it to our parents. The principal and I approached the P.T.O. Board and explained our involvement in the district program. They set aside a general P.T.O. meeting for this presentation. We sent notes home to the parents and had a very good response for that meeting. The program was explained, several teachers told the parents how they felt it was being implemented, and the parents were asked for suggestions. We were

literally bombarded with offers of help and cooperation and interest in the program. We sent home forms the following day to all of our parents requesting volunteers in various professions as well as their own suggestions for our school program. We received about a 65% return on the questionnaires with very positive offers and suggestions. Of those with negative responses we found none opposed to the program but unable to help because of working conditions or feelings of inadequacy in explaining their work to small children.

The district director was kept informed on a frequent basis about how our school was going and encouragement, help, and support was continuous - even on a day to day basis.

The first year 1973-74 was on its way! The actual implementation began in earnest. Each pilot school was represented by one or several teachers on various field trips to Montana, Riverton, Denver, and several other places. We tried to give each teacher in our school an opportunity to go on at least one of these trips. We found that they came back with many ideas for themselves and other teachers through the sharing with teachers in the pilot schools as well as in the model projects they visited. Besides field trips, various workshops were offered to help them develop units for their grade and subject areas, as well as background skills to share with their students.

The faculty became more and more involved and gave us many ideas to share with other principals. Some of them were hesitant at first about their own personal involvement or insufficiency but as we encouraged them to look at what they were already doing in the classroom, they began to be more aware of how their subject areas took on new dimensions in the light of career awareness.

They shared their ideas with us at each faculty meeting and in the faculty lounge. By doing this they encouraged one another and helped one another. As each new idea developed their creativeness became more apparent. They began to look for commercial materials and make materials themselves.

The district, in accordance with its organizational plan then asked the principals to elect or appoint a Steering Committee for each school with a chairman and representatives from each level, primary K-3 and intermediate 4-6. Since I was already a coordinator for our school we felt that a new chairman would be a duplication so I was appointed to continue in that role. The faculty elected a representative from each level to work with me. The purpose of this steering committee was to relieve the principal of some of the burden of assisting the teachers with implementing the program while keeping the administrative functions in his direct control. The steering committee chairmen were to work with the principals and complete a team approach with the faculty. Since we were already doing this there was not too much to change in our approach. The steering committee chairmen met monthly with Dr. Pierce and prepared for the evaluation process which would be a part of the program soon.

While this was developing our teachers used materials provided, suggested new ones and began to create ones for themselves which they found even better than commercial ones at times. The career awareness became more and more integrated into each subject curriculum and actual units began to be developed by teachers. We found that so many ideas were coming from their attempts that the steering committees suggested that these ideas be put in written form to share with other schools in the project. The steering

committee drew up a suggested list of units to be [illegible] each grade level in accordance with a study of the present curriculum. With the suggestions of teachers at each grade level the guidelines were developed with little sign of overlapping. It was determined that a minimum of four units would be taught at each grade level. In reality many more than this were usually developed and used.

The motivation factors which were important aspects of the program success came from the acceptance and aid of the project director, the Career Education office, other teachers and administrators cooperation, and encouragement and enthusiasm from our own staff supporting one another. The program was truly developed by the teachers themselves and thus brought much more success than if some official had drawn up the materials.

At the end of this first year an evaluation was conducted by a third party evaluator by means of a written multiple choice evaluation of the third and sixth grade students in each pilot school. The results of a measurement with non participating schools gave a basis for comparison. This was also measured with results of a standardized academic test. While the comparison had less information to compare this first year, there was some indication that there was in increased awareness in the participating schools. We were also visited for an oral evaluation by two federal evaluators and one state evaluator at which I reported my own observations of how the program was working and our own participation as a parochial school. The result was an excellent rating as a model project.[3.]

Several in-service workshops were conducted during the summer in which our teachers participated and continued to develop units and projects for use in their classrooms for the following years.

1974-75 found increased enthusiasm among our teachers and they were anxious to try out some of the units they had created or found in materials from other Career Education projects which they had seen. The career education office offered an in-service workshop almost immediately and our new teachers were given an opportunity to be released from classes so that they could attend. Each one came back with an enthusiasm to get involved as soon as possible. It truly provided an incentive for creativeness. Workshops, field trips and guest speakers continued to be provided for each school and six new schools were invited to come into the project. The principals voted to require any new school being accepted a committment of 100% cooperation, or a recommendation to wait until they could. The pilot schools in return offered any help they could provide, visits, or whatever the new schools felt they needed. They also elected steering committees which met with those already established and they seemed to be included with little difficulty.

Our own school faculty continued to use their units and found many opportunities for field trips, guest speakers, and school/business involvement. Most of these contacts were made through the career education office but our parents also remained involved. In order to aid more teachers, especially new ones, the office added facilitators in the elementary, Jr. High, and high school levels who gave much service in developing and using units as well as in making contacts with the business community and the Casper Chamber of Commerce. Since the federal funding had to be divided between more schools at this time the facilitators aided us in choosing good materials for purchase. Our sixth graders participated in a project which allowed them to go to work for a day

with their parents and/or a friend, or in the case where this was not possible the facilitators aided us in providing places through the business community. This brought very positive response from students, parents, and business people so we proposed to continue it.

Periodically we reported to the parents through our P.T.O. and by written communication which seemed to keep them interested and informed. A film-tape presentation had been developed for use of the District by two principals during the first year and this was used as a presentation to our parents. Again we had a large attendance and an enthusiastic encouragement from our parents.

The second year continued to find our teachers enthused, and participating with their students in inviting guest speakers, taking field trips, doing projects and plays, and a culminating activity in the primary and intermediate grades. This was accomplished by a week of mini-courses in the primary which involved many activities conducted by parents and members of the business community. This was especially concentrated in businesses such as homemaking, candle making, crafts, hobbies, health services, police and fire departments, and senior citizens with leisure activities. The last day was used as a presentation of what had been learned and how it was a part of their ordinary curriculum. The parents were invited as well as primary teachers from the other project schools.

The intermediate teachers proposed a career day in May. Each child in grades 4 - 6 suggested three or four career areas they might be interested in exploring further. These were tallied and listed and provided about thirty five possible careers. The community facilitator in the Career Education Office worked closely

with us to provide as many as we could. We had about fifteen different business representatives agree to participate for part or a whole day. This included, among many others, a pilot and stewardess flown in for our use from Denver by Western Airlines. They were very popular choices so participated with us for the entire day. When the businesses agreed, each child chose his favorites and were assigned to four different people. The classes set up booths, and classrooms, and equipment, made welcome signs, and name tags, and prepared all the needs requested by each business. We had groups in the gym, in the schoolyard, and in all the intermediate classrooms. The groups assigned moved from one business to another and the business people cooperated fully. The response from all the people involved was very positive and is planned again for this year.

Federal evaluation was again conducted with more comparison from the previous year and was provided in written form by the students and teachers, as well as in verbal form by me.

The third year of the project 1975-76, which is still in progress, has resulted in continued enthusiasm and cooperation as in previous years. In-service workshops and field trips have continued attendance. Special workshops were provided for new teachers, and the remaining schools in the district have been included in the project activities.

The appointment of a new director has brought a few changes, but mostly as a result of more schools being involved and a need to change from federal to local administration and funds, since the pilot project ends this year. It has helped to have the new director be a person who was in the capacity of community coordinator before taking on the job of director of the whole project.

Most of the programs have had the smooth transition needed for the continued cooperation of the pilot schools.

In order to facilitate better use of our in-school materials, we have provided a center for these materials which is more easily accessible than it was in my counseling office.

The future plans for our continued involvement, when the program becomes completely dependent on district funding and use, look promising at this point. Our participation is being encouraged by the public schools involved, the Career Education office, and our own Diocesan Superintendant of Schools, as well as our own teachers. We realize that continued funding will no longer be available, most likely, but we do feel that our program will continue. We are more concerned that the spirit of cooperation, which has been a part of the program from its beginning, be allowed to grow naturally. The continued use of materials and services will also be determined at the end of this year.

III. Business-Community Involvement

This has been apparent through the three years of the program in two basic ways - through our parents in school and by contacts with the business community through the Career Education office. The former took the form of general encouragement and interest, as well as actual aid with field trips and guest speakers. The latter also included, in addition to the above, the use of publications such as our bi-weekly "Spotlight" magazine which published projects shared by teachers in the program, and direct help with our mini-courses, career day, and provision of materials needed by our teachers.

IV. Evaluation of District/School Cooperation

Of necessity, such an evaluation must be a subjective one based on our own involvement as a parochial school, and my own par-

ticipation in the project as a coordinator. Therefore, I would like to propose observations rather than judgments.

The first observation as far as local, state, and federal cooperation is concerned is that the entire experience has been a good one for both the public and the parochial sectors. It has, I feel, contributed greatly to better understanding and better relationships on both sides, and I feel that this is the general feeling of the staff in our school. If each area of administration had not been open and encouraging there are many things we probably would not have been able to accomplish at all. The fact that the Federal evaluators have stated that we are the only parochial school in the region which has been totally involved in such a program from its beginning, seems to me speaks highly of the openness and cooperation on all these levels.

One further observation is in the form of a commendation for the leadership ability of Dr. Fred Pierce, the original director. He truly used his office to bring out all that was creative in the people he worked with from administrator to teacher.

In conclusion, I would only like to recommend that more projects be implemented as ours has been. On a local and state level my hope is that just because a Federal program ceases, the growth in cooperation between public and parochial schools in Natrona County, Wyoming continue to manifest the spirit instilled in us all through this Career Education project. The goals of our Career Education program will probably continue in each of our schools because of the individual enthusiasm in our teachers but they are so much more fun when others are working with us toward the same goals for our children who will be living the Careers of the future.

FOOTNOTES

1. "Suggested Goals for the Elementary Schools", position paper, Interim Report Project #V361203, Grant # OEG-0-73-5281, Natrona County School District, Appendix B
2. Ibid.
3. Ibid. p.3 & p.19.

APPENDIX D

spotlight

ON CAREER EDUCATION IN CASPER

Volume III, Number One | Elementary Edition | November, 1975

BUSINESS ADVISORY COMMITTEE

The Business Advisory Committee met at the Chamber of Commerce to discuss Career Education plans for this school year. The members serving on the committee are:

Mr. Carl Bocott, Career Education
Miss Cindy Budd, Kelly Walsh Student
Mrs. Marlyn Corbett, Chamber of Commerce
Mrs. Margaret Deveraux, Wyoming National Bank
Mr. Del Dittburner, Principal, East Junior High
Mr. Bob Dove, Modern Electric
Mr. Kann Gaskell, Pacific Power & Light
Mr. Dan Grace, Wyoming Machinery
Mr. Al Griffin, Out-Reach Program
Mr. Bill Hambrick, Principal, Fairdale
Mr. Duane Hankins, Teton Exploration
Mr. Lowell Myers, Principal, Kelly Walsh
Dr. Gerald (Skip) Ross, Asst. Supt. Inst.
Mr. Derold Scharosch, City Electric
Mr. Ernest Sones, Career Education
Mr. Sam Stowe, Goodmark
Mr. Ron Yeaman, ASCO

PROJECT GREENHOUSE

Ruth Seitz's Special Education Class at Midwest is conducting a horticulture program. Students are hard at work, sifting and preparing the soil, planting seedlings at different depths, studying diseased plants, studying the effects that different types and amounts of fertilizer and environmental conditions have on plant life. Each child keeps a daily record of accomplishments. This enables the student to determine length of time for plant growth. All plants grown will be sold in spring.

PLAYHOUSE

The Intermediate III (pre-vocational) class at A. J. Woods School has been building a cardboard playhouse for the Primary I class in conjunction with a unit on carpentry tools which they recently concluded. Also, as a part of their pre-vocational training many of the students are working in the work training center, going out three times a week with Mr. Greg Sparks, their instructor, to clean homes. Some of the older students have been placed outside of the school on a work training program which will offer them vocational skills in a particular area of employment.

DESK REFINISHING PROJECT

Fourth graders at Evansville have been hard at work refinishing desks. The project was correlated with English. Mrs. Reynolds (teacher) had each child write a letter describing the project. The letter chosen as the best would be published in the Career Education Spotlight. Anita Edwards' letter follows:

Class Refinishes Desk

"Monday, October 27, Mrs. Reynolds' class started refinishing their desks. They should be ready Thursday, November 20.

They have learned a lot from doing it. They learned what kind of sandpaper to use and they learned how to run a power sander, what kind of varnish to use, and how much to use, and they got to paint which they thought was a lot of fun.

They think it has been a success, because they had just moved into a new building, and the desks were all beat up. Wood had been dug out with pencils so they decided to sand the desks and fill in the cracks and then they varnished the desks.

While their desks were being refinished, the class sat at tables, and kept their books and papers in boxes. I think we will all be glad to get our desks back."

Anita Edwards

CAREERS PRESENTATION

The Trojannaires of Kelly Walsh High School directed by Mr. Glenn Vliet have visited over two thousand students at the elementary level with their "Careers" presentation. The presentation includes a slide series and a tape narration concerning careers in music, as well as a performance of American music by the Trojannaires. The musical selections being used in the program were suggested by elementary music supervisors. The schools visited were Grant, Fairdale, Evansville, Pineview, Southridge, Fort Caspar, Crest Hill, Garfield and Westwood.

WORKSHOP TO BE OFFERED

During the month of January, Mr. Wayne Moore of Evansville Elementary School will conduct a workshop on cardboard carpentry. Anyone interested please contact the Career Education Office, 265-6016.

SLIDE TAPE PRESENTATION

During the months of September, October and November, seventeen service clubs and civic organizations have been shown the Career Education slide tape presentation. If any PTA, PTO or similar group is interested please contact us at 265-6016.

HIGHLIGHTS OF CAREER EDUCATION FIELDTRIPS

Mrs. Louise Lawrence and Mrs. Rita Verley's fourth grade classes at Willard completed an awareness unit on Careers in Geology, Archaeology, and Paleontology. Students had an opportunity for role playing in the fields near Alcova Lake on a successful fossil hunt. Student paleontologists made real finds of marine fossils at a site in east Casper where excavation was being made for a new mobile park.

Guest speakers included George Olson, Geologist, and Rod Laird, Teacher at the School For The Deaf. Mr. Laird who was co-discoverer of the Hell Gap Site (archeological site at Casper) also presented a multi-media exhibit on the Paleo Indians.

* * * *

Very exciting and educational experiences were enjoyed by Mrs. Blondin's and Mrs. Grimes' sixth graders at Manor Heights School.

In conjunction with the bacteria and health unit, the classes toured the hospital. Mr. Bocott was an interesting and informative tour director. He showed them the kitchen, the lab, the physical therapy department, the X-ray rooms and the computer room. Even the parents who were with the group found this most interesting.

Later in the study the groups made a trip to the water department and the sewage plant to determine how our public health is protected by these facilities.

The school nurse visited the classrooms twice to discuss personal health habits. Mr. Stone from the Environmental Control Department of the Natrona County Health Department gave a summary of what the Health Department does to protect public health. A speaker from the police department will discuss drug abuse in correlation with the research and the panel discussions done by class members on this subject.

As a culminating activity, the classes baked 18 dozen cinnamon rolls to gain first-hand experience in the actions of yeast.

* * * *

Mrs. Kettl's Kindergarten Class at University Park recently visited the David Street Fire Station. Children had completed a unit on the duties of firemen and fire safety. The trip to the fire station gave them an opportunity to see first hand the things studied in the unit. This trip was a success as firemen and fire trucks always have a high interest appeal to kindergarten children.

* * * *

A field trip to the Goss Museum was made by Mrs. Erickson's fourth grade class at University Park. They were able to see fossils of the Goisutes Indians they are now studying. Mr. Goss gave the students samples of moss agate and Wyoming jade. He also gave them three kaleidoscopes made by the Gem and Mineral Club of Casper.

Mrs. Erickson's class was also visited by Mr. Ron Laird who talked to the class about the recent archaeological find on the east side of Casper.

* * * *

SPOTLIGHT

February 1976

CAREER HAPPENINGS AT EAST JUNIOR HIGH SCHOOL

NINTH GRADE SCIENCE CLASSES HEAR ABOUT WYOMING MINERALS

Each year Mr. Chuck Ward brings a fine Conservation Week program to each junior high school. Since Casper is located in the center of Wyoming minerals industries, East Junior High earth science teachers used Mr. Ward's concept of speakers to help teach about the major minerals of Wyoming.

Mr. Rick Robitaille of Phillips Petroleum Company and Mr. Darrell Watson of Texaco showed a film about oil and then discussed some of the problems of finding oil and drilling wells. The students were allowed to ask questions; one of the most popular questions asked was concerning oil depletion allowance, which was explained to the students.

Mr. Ken Beach from the Dave Johnson Coal Mine owned by Pacific Power and Light Company presented a short slide series on the mining of coal. Then he discussed the reclamation of the land after coal is mined out. The students had a variety of questions about mining, steam electric power, job opportunities at the mine and at the power plant.

Mr. Snow of Utah International in Riverton made a fine presentation on uranium. The slide presentation with its accompanying tape was a good demonstration that a geologist does not spend all of his time looking at rocks. Mr. Snow had taken all the slides and correlated them; then he had taped a fine script with appropriate musical background. The mining, milling, and uses of uranium were discussed as well as the reclamation of the land around the mine site.

Each year when guest speakers from the minerals industries speak to the earth science students at East, the teachers note a stimulated interest in the minerals, the industries, and in careers related to the industries. It is felt that the stimulus comes mostly because the students are impressed that busy people can and will make time to come to school to talk to the students. The efforts of the speakers and the minerals industries on behalf of education are much appreciated.

HOME ECONOMICS CLASSES HEAR ABOUT BEAUTY AIDS

Mrs. Ann Horn was a guest speaker for both Mrs. Strother and Mrs. Wolff's ninth grade Home Economics Classes, Friday, January 23rd. Mrs. Horn discussed good posture and grooming aids important to all students. She stressed proper nutrition and care of the skin, emphasizing "stay out of the sun", sun bathing will age and dry the skin. She also showed the students how to walk properly and get in and out of a chair properly. Both students and teachers were most impressed with her comments.

DRAMA AND CASPER COLLEGE THEATER

Ninth grade English classes of Mrs. Stephanie Vance, East Junior High, visited the Penthouse Theater at Casper College.

To introduce their drama unit, and the reading of Shakespeare, Mr. Carroll McKee, drama instructor, gave a presentation.

His discussion of careers in drama included a lighting demonstration, set preparation, costume and make-up needs.

Highlight of the program was a cutting from "Lion in Winter" given by two Casper College freshmen. Elizabethan costumes, discussion of Shakespeare's universality, and seeing local people acting reinforced the relevance of live drama.

SPEAKERS

In December Mrs. Devereaux and Mrs. VanRensselaer from Wyoming National Bank talked to Mr. Greene's Business Funds classes at East Junior High School. They talked about checking accounts and other banking services. Each pupil filled in the necessary forms for opening a checking account. Then they wrote sample checks against their accounts. The students enjoyed the participation type activity.

On February 4th Mrs. Lorraine Minchow came from K-Mart and talked to Mr. Greene's Business Funds classes at East Junior High School, about job applications and personal grooming. She chose one person from each class and went through the job application and job assignment process. The students enjoyed and benefited from her presentation.

EAST BECOMES NEW CHAPTER OF WISE OWL CLUB

The newest chapter of the internationally-known Wise Owl Club of America was organized today at East Junior High School. Acceptance of a charter from the National Society for the Prevention of Blindness, Inc., sponsor of the Wise Owl eye safety incentive program, was announced today by Dan Carter.

Purpose of the Wise Owl Club is to assist in the prevention of eye accidents that damage or destroy the sight of industrial workers and students. The National Society claims at least 90 percent of all eye injuries are preventable through the use of safety eyewear.

Membership in the Wise Owl Club is restricted to individuals who save their sight through use of eye-protective devices at work or in school and college labs and shops. As of January 27, 1976 over 59,300 Wise Owl Club members have been enrolled, from more than 8,000 firms and schools, representing incalculable savings in eyesight and more than $296,000,000.00 in workmen's compensation.

Organized in 1947, the Wise Owl Club now functions in all 50 States, as well as in Canada, Great Britain, Australia, New Zealand, Japan, the Philippines, and Puerto Rico.

In approving the charter for the new Wise Owl Club chapter here, James E. O'Neil, Director of Industrial Service of the National Society, said, "We welcome Jeff Agabashin, George Pile, and Mr. Carter to the increasing number of industrial firms and schools which utilize the Wise Owl concept in the battle against blindness. Continuing growth in Club membership gives proof that this battle can be won."

The National Society for the Prevention of Blindness, Inc., founded in 1908, is the oldest voluntary health agency nationally engaged in the prevention of blindness through a comprehensive program of community services, public and professional education and research.

KELLY WALSH HIGH SCHOOL CAREER EDUCATION NEWS

KELLY WALSH MUSIC DEPARTMENT

The Kelly Walsh Trojannaires, under the direction of Glenn Vliet, visited East Junior High February 5th and 9th and presented their "Careers in Music" program for the 8th and 9th grade choirs of Miss Mayfield and Mrs. Schuler. This program has now been given for over 2000 students in the local system. The Trojannaires plan to perform for another group of grades in March and entertain Dean Morgan Junior High School in April.

* * * * *

Mr. Spawn invited several guest speakers to cover careers in law, skilled trades, education, business, and health services. Various filmstrips and cassette programs were integrated in the unit regarding employment of the future, and investigating and analysing one's own talent and interest.

* * * * *

Several Kelly Walsh students were invited to attend the annual Engineer for a Day Program. The program includes visits of in town sites and local offices as field trips, in order to aquire some orientation in the field of engineering.

* * * * *

Mr. Don Cropsey, owner of the McDonald franchises in Casper, spoke to the Deca students about franchising, its advantages and restrictions.

* * * * *

Mr. Jack Price from Shellabarger Chevrolet Car Sales visited Mrs. Franklins Consumer Math classes and shared with the students pertinent information regarding new and used car selling as well as where and what to look for when buying a used car.

* * * * *

Mr. Sam Wormus visited the Business Law Class at Kelly Walsh and discussed with the students the various kinds of insurance plans available and the various ways of making initial contacts with prospects.

* * * * *

APPENDIX E

Natrona County School District One
Career Education Office

Dear Parent:

The people in our community hold in their hands the keys that can unlock the doors to a million dollars worth of community resources. Our community is a gold mine of human and social, as well as material resources. All of us want to be needed--and you are! But we have to know how you can help out. That is what this letter is about. It is about RESOURCE PERSONS-- and how you can become one.

RESOURCE PERSONS ARE PEOPLE WHO CAN TEACH OUR CHILDREN FROM "THE TEXTBOOKS OF THEIR OWN EXPERIENCES." The people of this community are a wealth of different skills, abilities, and experiences. These are the resources we think should be brought out of hiding--for our boys and girls need them.

We are looking for a variety of resources--people who have hobbies which they can talk about or demonstrate; travelers who can discuss trips they have taken; employers and employees who can provide information about their jobs; or volunteers who can spend a morning or afternoon tutoring, reading or helping in the library. These are only a few examples of the types of resources we are looking for. We urge you to consider any and all special interests you have as potentially useful for the benefit of our students.

We can build a "MILLION DOLLAR RESOURCE FILE" if the people in this community will volunteer their services. If you will fill out the attached form and send it back to school with your son or daughter, we will make a note on our "RESOURCE PERSONS" file card of the things you are willing to do and where these fit into the learning needs and experiences of our boys and girls.

We are looking forward to the addition of your valuable resources to our file.

Sincerely,

Dr. Fred Pierce
Director, Career Education

Natrona County School District One
Career Education Office

To The People Of Casper:

The people in our community hold in their hands the keys that can unlock the doors to a million dollars worth of community resources. Our community is a gold mine of human and social, as well as material resources. All of us want to be needed--and you are! But we have to know how you can help out. That is what this letter is about. It is about RESOURCE PERSONS--and how you can become one.

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We are looking forward to the addition of your valuable resources to our file.

YOUR NAME:
COMPANY NAME:
ADDRESS:
PHONE NUMBER:
JOB DESCRIPTION:

SCHOOL VISIT _____ YES _____ NO
COMPANY TOUR _____ YES _____ NO

GROUP SIZE RECOMMENDED _____

TIME OF TOUR PER GROUP _____

Do you have any Career Education related meterials, equipment or supplies we could use for exhibits or classroom use. These materials would help us teach job awareness.

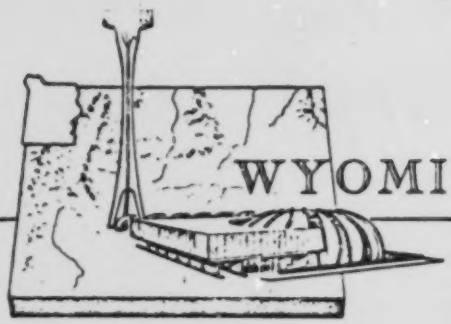
YES _____ NO _____

DESCRIPTION: _____

_____

_____

APPENDIX F



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TELEPHONE 234-6901

MARGARET A. DEVERAUX
CUSTOMER RELATIONS REPRESENTATIVE

Available on loan to all school classes:
FROM: The Wyoming National Bank of Casper
contact Mrs. Margaret Deveraux
Box 2799 phone 234-6901
Casper ext 231

"History of the States"

We have purchased two sets of fifteen record albums which represent over 200 years of American history in narrative, song and drama. Narrated by Rod Serling, Frederic March, Florence Eldridge, Charles Collingwood and Walter Kronkite; it traces the evolution of our nation from the discovery of the New World to the exploration of the moon.

Each volume portrays a specific period of our history: one side records the music of the era, the reverse side is a narration of the events of that time.

Through the use of the CBS archives of sound recording, most of the history of the 20th century is documented through the voice recordings of the actual historical figures. In the first instance of such sound, the narrator sets the scene, and then, Woodrow Wilson is heard making his "Awakened Nation" speech.

"History of the States" has been made available to us through the efforts of the National Bank of Commerce in Memphis, Tennessee. It is on sale only to banks as a means to commemorate America's Bicentennial Celebration.

We thought the children of School Districts I and II would benefit from this fine record collection. Teachers may borrow the albums individually or as a set for periods of one week at a time. The teacher will be responsible for picking up and returning the records to the Wyoming National Bank promptly according to their selected dates.

A "skeleton" outline of both the narration and the music contained on each record is attached.

THE NEW WORLD

Record 1: Columbus to 1774 – Narration

1. Passage to India, Walt Whitman
2. Columbus' Journal
3. John Smith letter
4. John Smith letter
5. Bradford's of Plymouth Plantation
6. Sir Walter Raleigh poem
7-8. The Plantation in New England
9. Anne Bradstreet Poem
10. Indentured servant's letter
11. New England Primer
12. Mary Rowlandson's story
13. William Penn letter
14. Jonathan Edwards sermon
15. Charles Townshend speech
16. Issac Barre speech
17. Patrick Henry speech

Record 1: Prehistory to 1774 – Music

1. The Seeds of Love
2. Felix the Soldier
3. Springfield Mountain
4. The Quaker's Courtship
5. What a Court Hath Old England
6. The Liberty Song

1. John Come Kiss Me Now
2. My Thoughts are Wing'd With Hope
3.a. Fine Companion
   b. Newcastle

1. Make Yee a Joyful Sounding Noyse
2. When Jesus Wept
3. Gloria from Magnificat

THE MAKING OF A NATION

Record 2: 1775-1789 – Narration

1. Captain Amos Barrett's Memoir
2. Lieutenant John Barker's Report
3. John Adams to William Barrell
4. Dr. Joseph Warren's Statement
5. Abigail Adams to John Adams
6. General Thomas Gage Report
7. Abigail Adams to John Adams
8. Sergeant R _____ 's Report
9. John Adams to James Warren
10. The Declaration of Independence
11. Tom Paine's "The American Crisis"
12. Sergeant R _____ 's Report
13. Surgeon Waldo's Diary
14. British Officer's Report
15. George Washington to Henry Lee
16. George Washington to John Jay
17. Richard Henry Lee Speech
18. Franklin on the Signing of the Constitution
19. The Preamble to the Constitution

THE MAKING OF A NATION (cont'd)

Record 2: 1775-1789 – Music

1. The White Cockade
2. Chester
3. Johnny Has Gone for a Soldier
4. The American Hero, or Bunker Hill
5. Corn Cobs, or Yankee Notions

1. Lamentation over Boston
2. Waillie, Waillie
3. Quintet for 2 Violins, 2 Violas and Violoncello
4. A Toast to General Washington
5. The Battle of Trenton

1. Ode to the Fourth of July
2. The President's March

THE GROWING YEARS

Record 3: 1789-1829 – Narration

1. Washington's Farewell Address
2. Charles Cotesworth Pinckney's Retort
3. Abigail Adams to Mrs. William S. Smith
4. Thomas Jefferson to Meriwether Lewis
5. William Clark's Journal
6. Timothy Dwight's Travels
7. DeTocqueville's Democracy in America
8. Reigart's Life of Robert Fulton
9. Captain James Lawrence's Dying Words
10. Captain Oliver Perry's Dispatch
11. Dolley Madison to Anna Payne
12. Francis Scott Key's "The Star Spangled Banner"
13. Stephen Decatur's Toast
14. The Monroe Doctrine
15. William Cullen Bryant's "To A Waterfowl"
16. Thomas Jefferson to William Short
17. Mrs. Howland's Infant School Manual
18. Andrew Jackson's Message

Record 3: 1789-1829 – Music

1. The Hunters of Kentucky
2. Dark Is The Colour
3. The American Star
4. The E-ri-e Canal
5. Jubilee
6. March and Air
7. The Wild Mizzourye
8. He's Gone Away
9. Sail Away Ladies
10. Repentance
11. Wondrous Love

THE SWEEP WESTWARD

Record 4: 1829-1849 – Narration

1. Daniel Webster's Speech
2. Andrew Jackson's Retort to John Marshall
3. Andrew Jackson's Proclamation
4. John C. Calhoun's Speech
5. Angelina Grimke's Speech
6. William Lloyd Garrison's Editorial

7. Ralph Waldo Emerson's "Self-Reliance"
8. Onondaga County Teachers Institute Report
9. Margaret Fuller's Woman in the Nineteenth Century
10. Harriet Martineau's Society in America
11. Frances Trollope's Domestic Manners of the Americans
12. Sam Houston's Comment at San Jacinto
13. Richard Dorson's Davy Crockett
14. James Russell Lowell's Bigelow Papers
15. Narcissa Whitman's Journal
16. Francis Grund's The American
17. Herman Melville's White Jacket

Record 4: 1829-1849 – Music

1. Old Dan Tucker
2. Lu[illegible]ly Fan
3. Come Where My Love Lies Dreaming
4. The Glendy Burk
5. Salangadou
6. Bamboula
7. Tyler and Tippecanoe
8. The Single Girl
9. California
10. Old Folks Quadrilles
11. Mississippi
12. Hebrew Children

THE UNION SUNDERED

Record 5: 1849-1865 – Narration

1. John C. Calhoun's Speech
2. The Fugitive Slave Act
3. Ralph Waldo Emerson's Journals
4. Jenny Lind's Letter
5. Ben Holladay's Account of Robbery
6. McGuffey's Eclectic First Reader
7. Harriet Beecher Stowe's Uncle Tom's Cabin
8. Abraham Lincoln's Speech
9. Abraham Lincoln's Speech
10. Stephen Douglas' Speech
11. John Brown's Address to the Court
12. Louis T. Wigfall's Speech
13. Abraham Lincoln's Inaugural Address
14. Jefferson Davis' Inaugural Address
15. Mary A. Livermore's My Story of the War
16. Abraham Lincoln's Letter
17. John de Forest's "Forced Marches"
18. Chauncey H. Cooke's Letter
19. Robert E. Lee's Letter

Record 5: 1849-1865 – Music

1. Dixie and The Bonnie Blue Flag
2. The Southern Girl
3. Follow the Drinking Gourd
4. The Lonesome Valley
5. Tenting on the Old Camp Ground
6. Beautiful River
7. Listen to the Mockingbird
8. Roll, Jordon, Roll
9. Rally Round the Cause, Boys
10. Amazing Grace
11. We are Coming, Father Abra'am

1. The Aftermath of Bull Run
2. U.S. Grant's Letter
3. Clara Barton's Letter
4. William Thompson Lusk's Letter
5. Abraham Lincoln's Letter
6. Writing the "Battle Hymn of the Republic"
7. Pickett's Charge
8. Lee after Gettysburg
9. Charles Blackford's Letter
10. William T. Sherman's Letter
11. Lee's Surrender
12. Lee's Farewell to His Troops
13. Eliza Andrews Describes Defeat
14. "When Lilacs Last in the Dooryard Bloom'd"
15. Lincoln's Gettysburg Address

Record 6: 1861-1879 – Music

1. Bugles and Drums
2. Marching Through Georgia
3. Aura Lee
4. Oh, I'm a Good Old Rebel
5. Fifes and Drums
6. Battle of Shiloh
7. Grafted into the Army
8. Lorena
9. Bugle Ensemble
10. Mother Kissed Me in My Dream
11. Goober Peas
12. The Centennial Meditation of Columbia

THE AGE OF STEEL AND STEAM

Record 7: 1877-1890 – Narration

1. Andrew Carnegie on Capitalism
2. Constitution of the Knights of Labor
3. Proceedings of the National Grange
4. Susan B. Anthony on Women's Suffrage
5. Henry Woodfin Grady's Speech
6. Booker T. Washington's Speech
7. Andy Adam's Story
8. Oklahoma Land Rush
9. Helen Hunt Jackson's Protest
10. Frederick Jackson Turner's Speech
11. Mark Twain on America
12. Thomas A. Edison Recites
13. Emily Dickinson Poems
14. William Dean Howells on Literature
15. Lord Bryce on the Americas

Record 7: 1877-1890 – Music

1. Drill, Ye Tarriers, Drill
2. Down in the Licensed Saloon
3. Variations on America
4. Jesse James
5. a. The Bowery
   b. After the Ball
   c. Daisy Bell
6. The Riddle Song
7. Little Brown Church in the Vale
8. The Buffalo Skinners
9. Oh Promise Me
10. Eight Hours
11. Where He Leads Me I Will Follow
12. Semper Fidelis

Record 8: 1890-1901 – Narration

1. Sherman Antitrust Act
2. John D. Rockefeller on Big Business
3. Emma Lazarus' "The New Colossus"
4. Mary Antin's First Impressions of America
5. John P. Altgeld's letter to Grover Cleveland
6. Mary Elizabeth Lease's Speech
7. William Jennings Bryan's "Cross of Gold" Speech
8. Joint Congressional Resolution on Cuba
9. Admiral George Dewey's Diary Entry
10. William Vaughn Moody's "An Ode-In Time of Hesitation"
11. Stephen Crane on Manhood
12. Mark Hanna on Theodore Roosevelt
13. William McKinley's Words Upon Being Shot
14. Leon Czolgosz' Confession
15. Mark Hanna's Reaction to McKinley's Death
16. Theodore Roosevelt's Speech

Record 8: 1890-1901 – Music

1. El Capitan
2. Sixty-seventh Psalm
3. To A Wild Rose
4. Hello Central, Give Me Heaven
5. Aria from Judith
6. Break the News to Mother
7. Chorus from Hora Novissima
8. Gypsy Love Song
9. Maple Leaf Rag
10. A Bird in A Gilded Cage
11. The Washington Post

THE PROGRESSIVE ERA

Record 9: 1901-1917 – Narration

1. Lincoln Steffens Describes Theodore Roosevelt
2. Lincoln Steffens' Attack on Corruption
3. Ray Stannard Baker on Rebates
4. Orville Wright on the First Airplane Flights
5. Jane Addams on Poverty
6. Edwin Arlington Robinson's "Miniver Cheevy"
7. Theodore Roosevelt's Square Deal
8. Theodore Roosevelt on the Panama Canal
9. Theodore Roosevelt on the Progressive Party
10. Woodrow Wilson's "Awakened Nation" Speech
11. Woodrow Wilson's Speech on Neutrality
12. Description of the Sinking of the Lusitania
13. Woodrow Wilson on the Lusitania
14. Woodrow Wilson Asks Congress to Declare War
15. Oliver Wendell Holmes Envisions World Peace

Record 9: 1901-1917 – Music

1.a. Mary's a Grand Old Name
b. Harrigan
c. You're a Grand Old Flag
2. My Maryland
3. I Didn't Raise My Boy to Be A Soldier
4. Song to the Spirit
5. Saturday Night Blues
6.a. Everybody's Doin' It
b. Alexander's Ragtime Band
7.a. Sweet Adeline
b. Meet Me In St. Louis
c. In the Shade of the Old Apple Tree
8. The Banshee
9. The Preacher and the Slave
10. Hurdy-Gurdy

Record 10: 1917-1932 – Narration

1. General John J. Pershing's Speech
2. Ernest Hemingway's A Farewell to Arms
3. Woodrow Wilson on His Trip to Europe
4. Woodrow Wilson on the next war
5. Henry Cabot Lodge on the League of Nations
6. A Republican Senator Comments on Warren G. Harding
7. Warren G. Harding on "Americanism"
8. Calvin Coolidge on His Succession to the Presidency
9. Bartolomeo Vanzetti's Statement
11. A sonnet by Edna St. Vincent Millay
12. Will Rogers Comments on American Life
13. Sinclair Lewis' Main Street
14. Herbert Hoover Accepts the Republican Nomination for President
15. Frederick Lewis Allen on the Stock Market Crash
16. A Lawyer on the Plight of Farmers
17. A Reporter on the Bonus Army
18. Will Rogers on the Election of 1932
19. Franklin Delano Roosevelt's "Forgotten Man" Speech

Record 10: 1917-1932 – Music

1.a. Over There
b. Mademoiselle from Armentie'res
2.a. 'S Wonderful
b. I Got Rythm
3.a. Always
b. All Alone
4.a. Charleston
b. Black Bottom
c. La Cumparsita
5.a. Make Believe
b. Why Do I Love You
6. Brother, Can You Spare A Dime
7. Ballet Mecanique
8. Piano Trio
9. Lonisation

NEW DEAL AND GLOBAL WAR

Record 11: 1933-1945 – Narration

1. Franklin Delano Roosevelt' Inaugural Address
2. Eleanor Roosevelt on Her First Days in the White Hous
3. An "Eleanor" Joke
4. Huey Long on Politics
5. George Norris on T.V.A.
6. Francis Perkins Describes Unemployment Insurance
7. John L. Lewis on Labor
8. A Sit-Down Strike
9. Carl Sandburg's Poem, "The People, Yes"
10. The New York Times on Isolation
11. Franklin Delano Roosevelt's "Four Freedoms" Speech
12. Franklin Delano Roosevelt's War Message to Congress
13. Ernie Pyle Describes the Front Line Soldier
14. Franklin Delano Roosevelt's Report on the Crimean Conference

Record 11: 1933-1945 – Music

1. Celebration Dance from Billy the Kid
2. Circus March and Solo of the Flutist from the Incredible Flutist
3. Sing Me a Song with Social Significance
4.a. Night and Day
b. Rosalie
5. I'm Sad and I'm Lonely

6.a. This Is the Army, Mr. Jones
b. Army Air Corps Song
7. Finale from The Black Maskers
8. Nickel under My Foot from the Cradle Will Rock
9. The Saints' Procession from Four Saints in Three Acts

THE GREAT AGE OF CHANGE

Record 12: 1945-1963 – Narration

1. Eleanor Roosevelt Recalls the Day F.D.R. Died
2. The President States the Truman Doctrine
3. The Marshall Plan
4. William Faulkner's Nobel Prize Acceptance Speech
5. The Battle for No Name Ridge
6. General Eisenhower's Campaign Promise
7. The McCarthy-Army Investigation
8. The Supreme Court Decision on Segregation in the Public Schools
9. Martin Luther King, Jr. on Nonviolence
10. Sputnik's Beep
11. A Kennedy-Nixon Debate
12. John F. Kennedy's Inaugural Address

Record 12: 1945-1963 – Music

1.a. Oh, What a Beautiful Mornin'
b. There is Nothing Like a Dame
2. "Lonely Town" section of sailors' ballet in On the Town
3. Knoxville: Summer of 1915
4. Good Bait
5. "Second Gamelan" from Suite for Violin, Piano and Small Orchestra
6. Rock'n Roll Riff
7. Chicago
8. Psalm 23 from Psalms
9.a. We Shall Overcome
b. This Land Is Your Land

THE SIXTIES

Record 13

Prologue and John F. Kennedy Inaugural, January 20, 1961, through Cuban Missile Crisis

Richard M. Nixon concedes defeat in California election, through assassination and Four Dark Days of Kennedy funeral, November 25, 1963

Record 14

Lyndon B. Johnson speaks to Joint Session of Congress, November 27, 1963 through Report from Village of Cam Ne, August 5, 1965

Great power blackout of 1965 through Robert Kennedy eulogy given by Edward Kennedy at St. Patrick's, June 8, 1968

Record 15

Republican and Democratic Conventions 1968 through flight of Apollo 11, first moon landing, July 20/21, 1969

Nixon greets returning astronauts through Epilogue

Pacific Power & Light Company
Robert H. Sullivan
Customer Representative

ELECTRIC TRANSMISSION & DISTRIBUTION:

"Electricity" - Grades 4 - 6	16 mm (13 min)
The Centralia Project - Jr high & up	16 mm (14 min)
More Power for Wyoming - Jr high & up	16 mm (18 min)
How Electricity is Produced - Jr. high	16 mm (10 min)
Power for Progress - Jr high & up	16 mm (18 min)

HYDRO-GENERATION:

"Electricity" - Grades 4 - 6	16 mm (13 min)
Building Swift Dam - 6th and up	16 mm (15 min)
Power for Progress - Jr high & up	16 mm (18 min)
Outdoor Playgrounds	Br

INSULATION:

Do-It-Yourself Home Insulation Guide	Br
Pacific Power's Mobile Home Insulation From A to Z	Br
What to Do About Insulation When Buying A New Home	Br
Insulation Products Information	RB
Insulation for Builder/Lender/Suppliers	S/T
Insulating with Batts	VTR
Mobile Home Skirting Insulation	VTR
Insulation in Residence with Various Materials	VTR
Cellulose Insulation - Attic and Crawl Space	VTR
SRI Report	Br
Mobile Home Program Insulation	S/T

LAND RECLAMATION:

Energy vs Ecology - Jr high & up	16 mm (28 min)
Challenge at Glenrock - Jr high & up	16 mm (25 min)
Coal and Land Reclamation - Jr. high & up	S/T (13 min)
Centralia - Jr. high & up	S/T (14 min)
Air, Land & Water and Pacific Power	Br
Coal - Decker	Br

LIGHTING:

Light is What You Make It - 8th & up	16 mm (5 min)
Your Date with Light - Jr high & up	16 mm (20 min)
The Light Book	Br

POWER POOLING IN THE NORTHWEST:

Power Pooling - Sr high & adult	S/T (14 min)
Northwest Electric Power Customers	Br

NUCLEAR GENERATION:

Joey's World - 6th & up	16 mm (28 min)
Energy: New Sources - Jr high & up	16 mm (20 min)
My Nuclear Neighbor - Jr high & up	16 mm (15 min)
Nuclear Power and the Environment - Jr high & up	16 mm (14 min)
Trojan for Tomorrow - Jr high & up	16 mm (14 min)
A is for Atom - 4th-Jr high	16 mm (15 min)
Atomic Power Today: Service With Safety-Jr high & up	16 mm (15 min)
Our Friend the Atom - Jr high and up	16 mm (48 min)
Go Fission - Jr high & up	16 mm (14 min)
Nuclear Energy - Issues and Answers	Br
Trojan - Visitors Center	Br
$E=MC^2$	Br
Safety Facts - Trojan	Br
ABC's of Electric Power from the Atom	Br

RATES & RATE APPLICATION:

Why We Pay What We Do For Electricity - Sr high & up	S/T (14 min)
Power Pooling - Sr high & Adult	S/T (14 min)

SAFETY AND ELECTRICITY:

Electricity from A to Zap - Grades 1 - 3	16 mm (10 min)
I'm No Fool With Electricity - Grades 1 - 4	16 mm (18 min)
Fires & Wires - Adult	16 mm (15 min)
Pulse of Life - Jr high & up	16 mm (27 min)
Electric Power & Common Sense - Jr high	16 mm (20 min)
Reaching for the Lightning - Jr high & up	16 mm (10 min)
What's It Going to Cost You - Adult	16 mm (10 min)
Take Another Look - Adult	16 mm (22 min)
Cause Undetermined - Adult	16 mm (14 min)

SOLAR POWER:

Energy, New Sources - Jr high & up	16 mm (20 min)

STRIP MINING:

See Coal/Steam Generation & Land Reclamation

...RIC TRANSMISSION & DISTRIBUTION:

"Electricity" - Grades 4 - 6	16 mm (13 min)
The Centralia Project - Jr high & up	16 mm (14 min)
More Power for Wyoming - Jr high & up	16 mm (18 min)
How Electricity is Produced - Jr. high	16 mm (10 min)
Power for Progress - Jr high & up	16 mm (18 min)

...GENERATION:

"Electricity" - Grades 4 - 6	16 mm (13 min)
Building Swift Dam - 6th and up	16 mm (15 min)
Power for Progress - Jr high & up	16 mm (18 min)
Outdoor Playgrounds	Br

...LATION:

Do-It-Yourself Home Insulation Guide	Br
Pacific Power's Mobile Home Insulation From A to Z	Br
What to Do About Insulation When Buying A New Home	Br
Insulation Products Information	BB
Insulation for Builder/Lender/Suppliers	S/T
Insulating with Batts	VTR
Mobile Home Skirting Insulation	VTR
Insulation in Residence with Various Materials	VTR
Cellulose Insulation - Attic and Crawl Space	VTR
SRI Report	Br
Mobile Home Program Insulation	S/T

...D RECLAMATION:

Energy vs Ecology - Jr high & up	16 mm (28 min)
Challenge at Glenrock - Jr high & up	16 mm (25 min)
Coal and Land Reclamation - Jr. high & up	S/T (13 min)
Centralia - Jr. high & up	S/T (14 min)
Air, Land & Water and Pacific Power	Br
Coal - Decker	Br

...TING:

Light is What You Make It - 8th & up	16 mm (5 min)
Your Date with Light - Jr high & up	16 mm (20 min)
The Light Book	Br

POWER POOLING IN THE NORTHWEST:

Power Pooling - Sr high & adult	S/T (14 min)
Northwest Electric Power Customers	Br

NUCLEAR GENERATION:

Joey's World - 6th & up	16 mm (13 min)
Energy: New Sources - Jr high & up	16 mm (20 min)
My Nuclear Neighbor - Jr high & up	16 mm (15 min)
Nuclear Power and the Environment - Jr high & up	16 mm (1- min)
Trojan for Tomorrow - Jr high & up	16 mm (1- min)
A is for Atom - 4th-Jr high	16 mm (15 min)
Atomic Power Today: Service With Safety-Jr high & up	16 mm (1[illegible] min)
Our Friend the Atom - Jr high and up	16 mm (45 min)
Go Fission - Jr high & up	16 mm (14 min)
Nuclear Energy - Issues and Answers	Br
Trojan - Visistors Center	Br
$E=MC^2$	Br
Safety Facts - Trojan	Br
ABC's of Electric Power from the Atom	Br

RATES & RATE APPLICATION:

Why We Pay What We Do For Electricity - Sr high & up	S/T (14 min)
Power Pooling - Sr high & Adult	S/T (14 min)

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Fires & Wires - Adult	16 mm (15 min)
Pulse of Life - Jr high & up	16 mm (27 min)
Electric Power & Common Sense - Jr high	16 mm (20 min)
Reaching for the Lightning - Jr high & up	16 mm (19 min)
What's It Going to Cost You - Adult	16 mm (10 min)
Take Another Look - Adult	16 mm (22 min)
Cause Undetermined - Adult	16 mm (1- min)

SOLAR POWER:

Energy, New Sources - Jr high & up	16 mm (20 min)

STRIP MINING:

See Coal/Steam Generation & Land Reclamation

February, 1975

APPENDIX G

CAREER EDUCATION

K --- 6

CAREER CONCEPTS FOR ELEMENTARY EDUCATION

A curriculum designed for the elementary schools should be conceptually based, graduated according to difficulty and the needs and abilities of the children. The following concepts, grouped in four major categories, provide the organizational base for this bulletin. The concepts listed are not all-inclusive. Schools may change, add, or delete according to their local needs.

I. Attitude Toward Work

- All work is important.
- People work for various rewards or satisfactions.

II. Attitude Toward Those Who Work

- Any productive worker should be respected.
- Many people work to make life better for all.

III. Seeing Oneself as a Valuable Person

- Getting along with people is an important part of job success.
- An understanding and acceptance of self is important in developing one's own dignity and worth.

IV. Relationship of School to Work

- Gaining information about many people and many jobs is part of the developmental process of choosing a career.
- Basic school skills and school subjects have significance for career development.

OBJECTIVES

The following general objectives are a suggested framework for local schools to use in developing career education in the elementary school. Local schools may develop specific, measurable performance objectives from these. By the end of the elementary school years, pupils should:

- demonstrate positive attitudes toward the career choices of people; toward work, as a means of achieving many satisfactions; and toward work in relation to themselves;
- demonstrate an awareness of the life styles, values, major duties and responsibilities involved in a number of careers;
- demonstrate an awareness of the relationship between basic economic concepts and the world of work;
- know of the existence of many differing careers;
- be able to have the knowledge and skills to obtain additional information about careers.

FOR THE ELEMENTARY SCHOOL PRINCIPAL

The responsibilities for the implementation and administration of the elementary school program are delegated to the elementary school principal. The role of the elementary school principal in integrating career education concepts into the total curriculum is to serve as a:

- motivator of all classroom teachers to incorporate career education concepts in their daily activities;
- coordinator of all personnel, teachers, counselors, and librarians, in the planning and implementation of the program;
- facilitator in creating a climate of freedom for innovative and exemplary approaches;
- acquirer of materials, equipment, and supplies to adequately support the teacher's endeavors;
- developer of staff members in acquiring skills and attitudes appropriate for a successful program.

Specific activities elementary school principals may undertake are:

- assign grade-level chairmen to coordinate curriculum and staff development programs;
- involve parents, teachers, community, and business leaders in initial planning, implementation, and coordination;
- establish lists of personnel and community resources;
- analyze adopted textbooks for available career information;
- determine available resources such as curriculum guides, audio-visual aids, and supplementary books.

Assistance may be obtained from the regional education service centers, the Texas Education Agency, career education pilot centers, and teacher education institutions.

FOR THE TEACHER

The teacher is the key to fostering and developing career awareness in pupils through the total educational process. Therefore, this bulletin is designed to assist classroom teachers in incorporating career education concepts into all subject areas of the existing curriculum.

Career education activities should depict a wide variety of occupations in which all ethnic groups, both sexes, and differing life styles are represented. Where language and/or cultural differences interfere with learning, concepts should be presented in such a mode that they are understood by all the children.

The bulletin is divided into two sections--primary and intermediate--the interpretation of primary and intermediate being left to local schools. This is not a comprehensive bulletin; the concepts and activities given are only samples. Consequently, each teacher is encouraged to use the ideas and activities and adapt them to meet the needs, interests, and abilities of all pupils. Activities in this bulletin are related to eight concepts. Concepts selected by schools should be introduced at one level and reinforced at succeeding levels.

The major thrust of the bulletin is toward encouraging teachers to examine pupils' activities--field trips, skits, puppetry, reading, computation--with the idea of incorporating career education concepts into those

activities along with regular subject matter concepts. Many of the activities described will help pupils place school experiences in a community perspective by associating education with the world of work as children see it each day--when they go into stores, when they see people working, or when they talk with their parents about work.

Instructional resources will consist of those already available to the teacher in the classroom, such as textbooks, supplementary books, curriculum guides, kits, pictures, and other audio-visual materials.

Other resources will be the school resource center, the educational service center, or other nearby libraries and media centers. Parental, community, and business/industry involvement in pupil activities is an important phase of career education and should be considered in teacher planning. Care should be taken so that when outside resources are used, there is a good representation of both sexes and of different ethnic groups in all occupations.

The school itself is a prime resource to utilize in developing career education. Teachers should utilize the school setting to provide students opportunity to observe and interact with the many people who contribute their work to the operation of the school.

Determining the success of career education depends upon evaluating its processes and its effects on participants. Appropriate data need to be presented to school boards and the general public about the effectiveness of the redirected programs. Local districts should determine specific responsibility among their personnel for the evaluation process.

APPENDIX H

Career Education Project Schools
Natrona County School District #1

Dear Parents:

We feel it is important for our students to begin thinking about their future, and how their educational planning now can aid in the eventual happy and successful choice of a career.

With this in mind, we hope to broaden the students interest and knowledge in various occupations they may someday fill, by having the students do an in-depth report of one occupation of particular interest and to study briefly, two other occupational choices.

The students, we feel, will gain valuable experience and a greater appreciation of what a job requires, if they could spend a day on the job.

We hope as many students as possible will be able to spend a day as a guest of a parent, relation or friend, observing or assisting in a typical work day schedule.

If possible, your child should arrange his visit during the month of April.

Your child will be considered present at school and on a field trip under your cupervision.

When a visitation can be arranged, would you please return this letter with the time and place of the visit listed below.

Your cooperation in this undertaking would be appreciated, and if you have any questions about this program, feel free to call us.

Sincerely yours,

The Sixth Grade Teachers

APPENDIX I

1. Indicate the company you work for, its purpose and approximately how many jobs there are in the company.
   a. Number of different jobs
   b. Number employed in each job title
   c. Kinds of work performed
2. Employment Requirements
   a. What are the educational and training requirements?
   b. How long does it take to learn to do this kind of work?
   c. How old must one be to get a job of this kind?
   d. What are the physical requirements of the job?
3. Working Conditions
   a. Is it indoor or outdoor work?
   b. Is the work seasonal?
   c. What hours do you work?
   d. Is there any special clothing or equipment you wear?
   e. How much vacation time?
4. Employer - Employee Expectations
   a. Dress and appearance
   b. Responsibility and authority
   c. Attitude and mutual respect
   d. Interpersonal relationship

Natrona County School District Number One
Career Education Office

Teachers Guidelines for Using Community Resource Facilitator

Through the Career Education Office

(1) Requesting a Resource Person or Asking Information Regarding a Resource

If you use the services of the Career Education Resource Facilitator, all arrangements for resource persons and field trips will be made by the facilitator. Requests must be submitted at least two weeks prior to the activity.

RESOURCE PERSONS

(a) When you call the Career Education Resource Facilitator, he will ask for the specific type of resource wanted, and the date and the hours you are requesting the resource. He will need to know the number of students in your classroom, grade level, and topic desired.

(b) If we have this type of resource person available, we will attempt to notify you within five days from the time your request was received in teh Career Education Office.

(c) The Career Education Community Resource Facilitator will contact the resource by phone and if he or she is available, the office will confirm with the teachers and the resource.

(d) You will be notified immediately of any cancellations. If the resource calls you directly to cancel, please inform the Community Resource Facilitator.

(2) PREPARING FOR THE RESOURCE'S VISIT

Acquaint the class with the resource's name and make sure your students are aware of the purpose of the visit and what benefits might be gained by it.

Have the class prepare thoughtful questions to ask the resource person.

Review the rules of conduct and courtesy when hosting a guest resource person.

It is the teacher's responsibility to arrange for any audio-vidual equipment that is requested by the resource person. If materials are needed and not in your school, contact the AV Department or call the Career Ed. Office concerning your needs.

Decide who will meet the resource in tah principal's office and escort him the the classroom. This student should be in the office several minutes before the expected arrival. Instructions in proper introduction should be given.

If the resource person or teacher cancels the presentation or re-schedules it for another date, and it bee not gone through the Career Education Facilitator, the teacher should notify the Career Education Office of the change. (This avoids the embarrassment of sending a routine thank you note from the Career Education Office to the resource only to find out at a later date that the appointment was not kept for some reason.)

(3) ARRIVAL OF RESOURCE AND PRESENTATION

Resource speakers are instructed to go directly to the principal's office when they arrive in the building. Have someone there to meet them.

The teacher should be in attendence during the entire presentation.

The amount of time the resource person has for his presentation should be given to him when you call him. This will allow him to set his own time schedule.

(4) FOLLOW-UP

After the presentation, have the student who introduced the speaker thank him for his presentation. Do not allow the class to leave until this has been done.

If the resource person's schedule permits, an informal visit over a cup of coffee with you, the principal, and other teachers is always appreciated.

Teachers should inform the Career Education Facilitator when they have suggestions or criticisms to make about the resource person's presentation. This is the only way we have of knowing what changes are needed.

For further information, please contact: Carl Bocott
Community Resource Facilitator
Career Education Office
237-9571

(The Career Education Office publishes a monthly newsletter of CE activities and units. If you would like to submit a story or tell us about your guest speaker, just give the CE Office a call and we will publish your story in the upcoming issue.)

APPENDIX J

August 4-8 - August 11-15

DATE	TIME	COMPANY OR ORGANIZATION	PLACE
Monday August 4	9:00 a.m.	Registration and Prologue	KWHS
	10 :00-11:30	"Mister, She Ain't JUST A Secretary"	KWHS
Tuesday August 5	9:00 a.m.	City Government (Equal Opportunity)	KWHS
	9:00 a.m.	OR Natrona County Memorial Hospital (Equal Opportunity Employment)	Hospital
Wednesday August 6	9:00 a.m.	GoodMark - (Work Attitudes of Employees)	KWHS
	9:00 - 10:10	OR Animal Clinic (Classroom Session)	Chamber of Commerce
	10:30 - 11:30	Tour of Animal Clinic	2060 Fairgrounds Rd.
Thursday August 7	9:00-10:15	Hilltop National Bank (Classroom Session)	KWHS
	10:30-11:30	Hilltop National Bank Tour	Hilltop Shopping Center
	9:00-11:30	OR GoodMark Tour	North of Yellowstone Exit on I25
Friday August 8	9:00 a.m.	Trades (Vocational & Technical Training) Classroom Session OR	KWHS (tentative)
	9:00-10:15	Wyoming Machinery (Vocational & Technical Training) Classroom Session	Chamber of Commerce
	10:30-11:30	Tour - Wyoming Machinery Company	1850 E. F Street
Monday August 11	9:00-10:15	Black Hills Bentonite (Working Within Government Restrictions) Classroom Session	KWHS (tentative)
	10:30-11:30	Tour of Mill	Tank Farm Road
	9:00 a.m.	OR Heizer Realty	15th and Poplar
Tuesday August 12	9:00 a.m.	Casper College (after high school education)	Casper College
	9:00-10:15	OR K-Mart Classroom Session	KWHS
	10:30-11:30	Tour of K-Mart	K-Mart Plaza
Wednesday August 13	8:00 a.m.	Leave Casper	
	10:30 a.m.	Tour Holly Sugar - Torrington (tentative)	
	11:30 a.m.	Lunch in Torrington	
	11:45 a.m.	Depart for Morrill, Nebraska	
	1:00 p.m.	Visit Jirdon Company Feed Mill, Feeding Operation and Fertilizer Plant	
	3:30 p.m.	Leave for Cheyenne	
	5:00 p.m.	Arrive in Cheyenne	
Thursday August 14	9:00-11:30	Wyoming Highway Department	
	11:45-12:45	Lunch	
	1:00-2:45	Tour WYOTT Corporation	
	2:45-p.m.	Leave for Laramie	
	4:00-5:00	Classroom Session-Arch Minerals, Education Building, University of Wyoming	
	5:30 p.m.	Dinner	
Friday August 15	8:00 a.m.	Leave for Hanna	
	9:30-12:00	Tour Mine 701, 15 miles NW of Hanna	
	12:00-1:00	Lunch at the Fireside in Hanna	
	1:15	Leave for Casper	
	2:45	Arrive in Casper	

If, on August 6, you attend the lecture by GoodMark, you will take the Goodmark tour on August 7. If you attend the Animal Clinic lecture and tour on August 6, you will attend the Hilltop National Bank lecture and tour on August 7.

On all days, excepting August 4, while the class is in Casper, you will have a choice of two companies or organizations to visit. Choose the one you are most interested in. You will be informed of the address and telephone numbers of the places we are staying at in Laramie and Cheyenne on the 1st day of the workshop. If you have any questions, please call the Career Education Office, 237-9571, ext. 46.

CAREER EDUCATION

SHORT COURSE

EVALUATION

Spring, 1975
NATRONA COUNTY SCHOOL DISTRICT #1
Casper, Wyoming

Tuesday's Class

DO YOU LIKE THE COURSE?

23 YES 5 AT TIMES 1 IT WAS OK 0 NO

HOW WOULD YOU RATE THIS COURSE?

22 good

7 above average

0 inferior

0 poor

WHAT DO YOU CONSIDER THE STRONGEST PORTIONS OF THIS COURSE?

honesty

good speakers

cooperation of the community

the contact with the industry

enjoyed the format

the coordination of lectures and tours

the insight and exposure to the business community

the tours - the lectures have also been very good

field trips

learning about what other people do for a living

contact with the community

visitations

excellent opportunity to expand my knowledge of the world of work

touring businesses and information given about specific jobs

course was well planned as far as business presentations

guides set out were clear and definite

lecture then tour was a good idea

having people with experience talk to us from the industries

actual visitations

the meetings prior to the tour

getting acquainted with the business people

their ideas on education and careers

welcome by business people

if the speaker was good, that was the best part

WHAT DID YOU CONSIDER THE WEAKEST PORTIONS OF THE COURSE?

organization of tours

lectures were too long

poor preparation on some tours

speakers who were unprepared and didn't stick to their topics

some businessmen did not have talks or tours well planned

distance of tours (energy crisis)

some poor speakers

some were not prepared

keeping lecture log was impossible to do; an impossible job

project requirements

the extra information that some of the speakers gave was not really necessary for our purpose

press for time and other committments

seems redundant to spend two class sessions on one tour

businesses talked too much about production and not enough about careers

WHAT RECOMMENDATIONS WOULD YOU SUGGEST TO MAKE THIS CLASS MORE MEANINGFUL?

more along lines of building and trades if possible

screen the speakers and tell them what to expect

separate into upper and lower grades for easier relating to the classroom

cover more businesses

better preparation by some businesses

have tour and lecture in one evening

more tours

no projects

would like to have heard them all

more careers

no projects, replace with more tours

more meaningful tours

replace log with an outline furnished by speaker

more on-location career interviews

let teachers who take the course help plan what they would like to visit

I do not see the need for a project. If the tours are of value, this can be used in the classroom.

WHEN YOU BEGAN THIS COURSE, WHAT DID YOU ANTICIPATE THE COURSE CONTENT TO CONTAIN THAT YOU HAVEN'T GAINED SO FAR?

seeing the businesses

nothing

more visitations and/or lectures

more about what businesses would like schools to implement

more careers

how to correlate with elementary

very satisfied with the course

more to relate to our students

gained more than I anticipated

learned about Casper

how to relate seminars to class motivation

more career oriented

more regarding community relations

more tours and getting to know about more businesses

I completely misunderstood the format of the course so I gained some things I had not anticipated

WHAT BUSINESSES WOULD YOU LIKE TO SEE ADDED TO THE CLASS?

department store - 1

flower shop - 1

bakery - 2

hotel - 1

restaurant - 5

grocery store - 2

small business - 3

rural community - 1

refinery - 1

landscaping - 1

Mountain Bell - 1

supermarkets - 3

Chamber of Commerce - 1

airport - 3

things related to cars - 1

construction - 1

trucking - 1

big discount stores - 2

motels - 1

pharmacies - 1

carpet - 1

furniture - 1

radio stations - 3

TV station - 1

newspaper - 1

printing - 1

weather bureau - 1

WHICH OF THE SPEAKERS AND TOURS OFFERED INFORMATION WHICH WAS MOST BENEFICIAL TO YOU ?

Hospital

Goodmark

1st National Bank

True Oil

Sears

Building and Trades

Pacific Power & Light

PLEASE MAKE ANY ADDITIONAL COMMENTS:

shorter sessions, after school is a good time

more of this type of workshop

waiting too long for an O.K. for proposals

poor direction from class instructor (University of Wyoming)

was most interested in the attitudes which some of those people stressed

University of Wyoming project does not fit in 4th grade of career ed. level

keep up the good planning, I look forward to each class

how about doing this in the summer

businesses went out of their way to make us welcome

gained insight

great addition to our education system

worth my time

this class is one million times better than the one offered last spring by the University. This one was organized right from the start.

Thursday's Class

TEACHER EVALUATION OF CAREER EDUCATION SEMINAR

DO YOU LIKE THE COURSE?

18 YES 0 NO 3 AT TIMES 2 IT WAS O.K.

HOW WOULD YOU RATE THIS COURSE?

0 inferior

14 good

0 poor

9 above average

WHAT DO YOU CONSIDER THE STRONGEST PORTIONS OF THIS COURSE?

the on - site visits

the opportunity to interrelate education and the business world

information gained - helpful in class situations

positive contacts with business

both lectures and tours

lectures and discussions with the business men

learning about different jobs available especially the non-college ones

the business people have been well prepared

meeting people from our own community who provided insight that broadened our views

excellent speakers and informative materials

the better understanding of our business community

versatility-the rapport that was built between business and teachers

a chance to learn more first hand and see others proud of their positions

meeting with the people in class and then getting to see their companies in operation

liked the set up - lecture then tour - also liked having a choice

WHAT RECOMMENDATIONS WOULD YOU SUGGEST TO MAKE THIS CLASS MORE MEANINGFUL?

being able to interchange with schedule of Tuesday night class

remind some people they are there to learn not critize the business

keep it as it is

filmstrips or movies on company projects for instance; oil companies have movies on off-shore rigs

have lecture and tour the same night

I don't know

none

cut out tours, more businesses

I think it meets its purpose

I would like to spend time at a job doing it

actual experiences for students in relation to the business world

be able to visit types of places related to our grade level

WHAT BUSINESSES WOULD YOU LIKE TO SEE ADDED TO THE CLASS?

visit places related to our grade level

more businesses that do not require college degrees for their employees

pharmacy

food service

manufacturing company

businesses that would have more meaning to little people

Gibsons - they are willing to cooperate with classes of children or teachers

none

forestry

radio

T.V.

store management

ranching

I don't know

Hospital tour

I was very happy with the selection

restaurant

food store

clothing store

furniture

real-estate

I am sure there are some that would be a good addition, but cannot help at present. Just wish we could all make it to all those available.

some State Dept. services such as welfare, rehab, counseling

news media

airport

pipeline do.

bentonite co.

WHICH OF THE SPEAKERS AND TOURS OFFERED INFORMATION WHICH WAS MOST BENEFICIAL TO YOU?

Building and trades

Salt Creek Freightways

Employment Security Commission

Most of the speakers and tours were excellent

Wyoming National

J.C. Penney

Northern Utilities

Mountain Bell

Little America

Provident Federal

PLEASE MAKE ANY ADDITIONAL COMMENTS:

I think the course would be more beneficial if the businesses and teachers could set up mini courses for students for on the spot experiences.

Very good P.R. for business and education I would like to see businesses participate that would offer field trips to our students.

Businesses that would have more meaning to the primary grades.

During the winter, the Casper Area Chamber of Commerce and Natrona County Public Schools joined forces to conduct a Career Education Short Course, 791M. After analyzing the teachers and businessmen's evaluation of the course, it was decided to conduct two similar short courses this summer if there were enough teachers interested. The businesses who will participate this summer haven't been completely finalized yet, but there will be many new ones to choose from so that the participants in the winter short course will be able to attend this summer session if they so desire.

We believe you will want to avail yourself of this opportunity to learn first-hand from the businessmen about private enterprise and our present and future careers. Top business leaders will meet with you to discuss current issues of common interest and concern such as employment, corporate social responsibility, the role of labor and government in career education, and education.

Please note:

1. The dates for the first workshop will be June 16-20 and June 23-27, and the second one will be August 4-8 and August 11-15.

2. The basic times for the workshop will be 9:00 a.m. to 11:30 a.m., but the time can vary depending on the length of the tour.

3. The last three days of each workshop will involve visits to business and industry outside the Casper area (such as Cheyenne, Denver, etc.) It will require participants to spend three days and two nights away from home. Career Education will pay the expenses of the participants.

REGISTRATION DEADLINE - April 25, 1975

4. One hundred percent attendence is required.

5. Please do not register unless you are definitely planning on attending.

The following program schedule is an example of what type of course to expect. This schedule was the Tuesday afternoon class this past winter.

DATE	COMPANY	EMPHASIS AREA
Jan. 14	Teachers	Registration and prologue
Jan. 21	Goodmark -	Work Attitudes of Employees
	Mem. Hospital	Equal Opportunity Employment
Jan. 28	Goodmark -	Tour
	Mem. Hospital	Tour
Feb. 4	True Oil	Pub. Relations & Business Contributions to a Community
	Western Oil Tool Mfg.	Public Relations & Business Contributions to a Community
Feb. 11	True Oil	Tour
	Western Oil Tool Mfg.	Tour
Feb. 18	Sears Roebuck	In Service Training
	First Nat'l Bank	In Service Training
Feb. 25	Sears Roebuck	Tour
	First Nat'l Bank	Tour
Mar. 4	Central Wyo Bldg. & Trades	Employer-Employee Relations; Apprentice & Vo/tech Training
Mar. 11	Pacific Power and Light	Impact
Mar. 22	PP&L	Tour
Mar. 25	Teachers	Summary of Sessions; Group Discussions

REGISTRATION FORM

To: CAREER EDUCATION OFFICE
Natrona County School District #1
8th and Elm Streets
Casper, Wyoming 82601

Please register me for the Career Education Short Course.

☐ June ☐ August

Name _____ Address _____

City _____ Zip _____ School _____

CAREER EDUCATION SHORT COURSE
CAREER EDUCATION OFFICE
Natrona County Public Schools
8th and Elm Streets
Casper, Wyoming 82601

THE ESTABLISHMENT

. . . a different perspective??

A CAREER EDUCATION SHORT COURSE . . .

Co-sponsored by

The Casper Area Chamber of Commerce

and

The Natrona County Public Schools

June 16-20
June 23-27

August 4- 8
August 11-15

APPENDIX K

SECONDARY CAREER DEVELOPMENT UNITS FOR JUNIOR AND SENIOR HIGH SCHOOL TEACHERS

Junior High School - Pink

Senior High School - Blue

These units are available in individual copies upon request from teachers in this district. If you are interested in a particular unit, please call Carol Spickard - 235-6113 - at East Junior High for junior high units and Harry Smothers - 237-2511 - at Kelly Walsh High for high school units.

CAREER UNITS DEVELOPED BY EAST JUNIOR HIGH SCHOOL TEACHERS

CATEGORY	GRADE	ORIGIN
General:		
Careers and Self Evaluation Activities	7	Curtiss
Career Patterns for Men and Women	all	Abendroth
A Mini Course in Career Education	all	Abendroth
Art:		
Architecture for 7th Grade Art	7	Gomez
Business:		
Career Activities for Business Fundamentals	9	Greene
Home Economics:		
Careers in Food and Nutrition	9	Wolff
Language Arts:		
Communication - The Television Newscaster	7	Benz
Communication - The Newspaper Industry	8	Herseim
Communication - Television & Related Careers	7	Joyce Kiser
Communication - Radio	7	Perales
Career Exploration Activities	7	Joyce Kiser
Studying Poetry Through The Creative Arts	8	Hersiem Kudolla
Portraits of People	7	Nancy Curtiss
Career Activities for 9th Grade Eng., Latin & Reading	9	Callahan
Math:		
Buying and Furnishing a Home	7	Stafford
Career Mathematics	9	Staffileno
Checking Account	7	Adams
Music:		
Music Opportunities in the World of Work	7 & 8	DeSchuler
Science:		
Careers in the Mineral Industry	9	Boberg
Careers in Meteorology	9	Boberg
Social Studies:		
Energy, Career Education & Geography	7	Sherman

CAREER UNITS FROM OTHER SCHOOL DISTRICTS

CATEGORY	GRADE	ORIGIN
Art:		
Career Activities in Art	all	Oregon
Careers in Art	all	Florida
Careers in Ceramics	5 & 6	Georgia
Business:		
Retail Merchandising	7-9	Florida
Careers in Sales & Marketing	7-9	Florida
Making a Deposit Collection; Making a Sale Dressing a Mannequin		
Careers in Business & Allied Office Occupations - Time Keeper	7-9	Florida
Typing II - A Job Skill	10-12	Georgia
General Office Clerk	9-12	Florida
Understanding the Career Cluster Marketing	7-9	Oregon
Career Cluster-Secretarial	7-9	Oregon
Secretarial	9-12	R.S. Wyoming
Career Activities in Math	all	Oregon
English:		
Careers In Advertising The Influence of Mythology on Advertising	7-9	Florida
I Can Read Faster Than You Can	9-12	Colorado
Language Arts:		
Careers In Music	7-12	Florida
Careers In Manufacturing	7-12	Florida
Careers In Radio & Television Production	7-12	Florida
Greek & Roman Mythology's Relationship With Todays Industry	6	Virginia
Careers In Travel Related Services	7-12	Florida
Careers In Advertising	7-12	Florida
Newspaper Careers	7-12	Florida
The Telephone	5	R.S. Wyoming
Careers In Social Work	7-12	Florida
Foreign Language:		
Career As An Interpreter	7-12	Florida
Careers In The Field of Foreign Language	7-12	Florida
Health:		
Careers In Health & Allied Occupations Radiologic Technology	7-9	Florida
Medical Laboratory Technician	7-9	Florida
Ward Clerk	7-9	Florida
Testing For Sugar & Acetone	7-9	Florida
Methods Of Crutchwalking	7-9	Florida
Science - Blood Pressure	7-9	Florida
Career Activities In Health	all	Oregon
Home Economics:		
Career Activities In Home Economics	all	Oregon
Humanities:		
Exploration - Arts & Humanities	6-9	Florida
Student Research Activity	7-9	Florida
Animals In Leterature & Life	7	Georgia

Math:		
A Lap On Managing Your Money	7-9	R.S., Wyoming
Management of Finances	7	Florida
Geometry		
How It Is Used In Construction	11	Georgia
Preparation For A Career	10-11	Georgia
Geometric Designs In Action	11-12	Georgia
Algebra: Who Needs It?	10	Georgia
Firearms & Gunsmithing	7-12	R.S., Wyoming
Homemaking - Foods	7-12	R.S., Wyoming
Careers in Social Work	7-12	Florida
Careers In The Telephone Industry	7-12	Florida
Banking Packet	7-12	R.S., Wyoming
Service Station Attendant	7-12	R.S., Wyoming
Mechanic	7-12	R.S., Wyoming
Careers In Measurement & Layout	9	Georgia
Algebra & The Computer	8	Georgia
Music:		
Careers Through Music	6-7	Virginia
Salesman: Brasswind, Percussion, Stringed & Woodwind Instruments	6-9	Florida
Career Activities In Music	all	Oregon
Physical Education:		
Careers In Sports	7-9	Florida
Sports Casting	7-9	Florida
Science	7-12	Florida
Career Activities In Physical Education	all	Oregon
Science:		
Botany-Grafting	10-12	Georgia
Ecology	6-7	Virginia
Oceanography	7-12	Florida
Careers In Banking	7-12	Virginia
Careers In Conservation & Ecology	7-12	Florida
Exploration - Manufacturing	6-9	Florida
Guide Related to Natural Resources	6-9	Florida
Career Activities In Science	all	Oregon
Shop:		
Careers In Construction & Allied Occupations		
Carpentry	7-9	Florida
Small Engine & Motorcycle Mechanics	7-9	Florida
Careers In Mechanical & Allied Occupations		
Remove & Replace Cylinder Head	7-9	Florida
Remove & Replace Crankshaft Seal	7-9	Florida
Career Activities In Industrial Education	all	Oregon
Special Education:		
From The Ground To The Table	intermediate educ.	Virginia
Social Studies:		
The Iron Worker	6-7	Virginia
Wyoming - A Fossil Graveyard	4	Casper, Wyoming
Exploration - Recreation & Entertainment	6-9	Florida
Courthouse Careers	7-12	Florida
Careers In Travel Related Services	7-12	Florida
Careers In Agri-Business	7-12	Florida
Careers In Banking	7-12	Florida
Careers In The F.B.I.	7-12	Florida

CAREER UNITS DEVELOPED BY LOCAL HIGH SCHOOL TEACHERS

TITLE	ORIGIN	SCHOOL
But I Am Not Creative	Levida Hogan	Kelly Walsh
The Media Center's Role in Career Education	Ada Berry	Kelly Walsh
The Cowboy in Western Literature	Bill Bolles	Kelly Walsh
The Music Men	A. Anderson G. Vliet	C Y Kelly Walsh
Ministry	Lesa Washenfelder	Kelly Walsh
Occupations In Physical Education	Charlotte Baldwin	Kelly Walsh
Genetics	Del Barber	Kelly Walsh
Career Ed. Seminar Course Project	Ard Wolfgang Katherine Wood	Kelly Walsh Kelly Walsh
A Unit to be Incorporated in a Nine Week Computer Survey Course	William E. Dryer	Kelly Walsh
An Introduction of the Relationship of Drafting Knowledge or Skills to Practical Use in Business and Industry	Wayne E. Simonson	Kelly Walsh
Carreras y Oportunidades	James Davidson Margaret Davidson	Kelly Walsh Kelly Walsh
Awareness - As It Relates To Careers	Ernest Brady	Kelly Walsh
The Open Window To The Wonderful World of Work	Charlotte Baldwin Levida Hogan Ronald J. Loveland Glenn Vliet	Kelly Walsh Kelly Walsh Kelly Walsh Kelly Walsh
Reading For Today and Tomorrow	Susan Jacobson	Kelly Walsh

CAREER UNITS FROM OTHER SCHOOL DISTRICTS

HIGH SCHOOL

TITLE	ORIGIN
Careers In Dramatics	Cobb County
Typing II: A Job Skill	Cobb County
Botany - Grafting	Cobb County
Sheet Metal: A Job Skill	Cobb County
Government: The Labor Union	Cobb County
Algebra: Who Needs It?	Cobb County
Geometric Designs In Action	Cobb County
Geometry: How It Is Used In Construction	Cobb County
Geometry: Preparation For A Career	Cobb County
Printing - Image Transfer	Cobb County
The Newspaper	Cobb County

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Primary Educable	CLOTHING	Simmerman, Davidson, Alevins	Virginia
"	OUR HOMES - SHELTER	" " "	"
"	POSTAL SERVICES	" " "	"
"	SELF - "HOW OTHERS SEE ME"	" " "	"
Elementary	ART	Mary Chopping	Casper
"	THE GROCERY STORE (Math Computation)	Virginia Rose	Casper
Primary K-3	CE FOR PRIMARY GRADES K-3		
Levels K-2	LEARNING HOW TO GET ALONG ON THE JOB	Wanda Kinnett	Woods School Casper
Kindergarten	CLOTHING	Clovd, Ford	Virginia
Kindergarten	COMMUNITY HELPERS		
Kindergarten	COMMUNITY HELPERS "THE HAT TREE"	Cloyd, Skeens	Virginia
Kindergarten	FOOD AND NUTRITION	Cloyd, Ford	Virginia
Kindergarten	THE GREENHOUSE	Ibach, Wood	Riverton, Wyoming
Kindergarten	HEALTH	Cloyd, Ford	Virginia
Kindergarten	THE GROCERY STORE	Jones, Wood	Casper
Kindergarten	THE GROCERY STORE	Ibach, Wood	Wyoming
Kindergarten	THE POLICEMAN	Nina Tennant	Casper
Kindergarten	THE SCHOOL	Cloyd, Skeens	Virginia
Kindergarten	SELF - WHO AM I?	Cloyd Skeens	Virginia
K - 1	WORK EXPERIENCES IN THE HOME	Wier	Alabama
Primary	WHO ARE YOU	Della Beaver	Wyoming
K-3	THE WORLD OF ELECTRICITY		Wyoming
Primary	W O W - THE WORLD OF WORK	McClanahan	Wyoming

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Elementary, Gen.	HANDS - ON ACTIVITIES		Orlando, Florida
"	ART	Mary Chopping	Casper, Wyoming
"	ATTITUDES, SELF-CONCEPT OCCUPATIONS	Wenona Spencer	Riverton, Wyoming
"	THE GROCERY STORE (Math Computation)	Virginia Rose	Casper, Wyoming
"	CAREER EDUCATION K --- 6		
"	CAREER EDUCATION SERIES	Arland N. Benson	Roseville, Minn.
"	Elementary Education, Career Guide. SELF AWARENESS Volume 1		Watertown S. Dak.
"	Elementary Ed., Career Guide Volume 2B. CAREER AWARENESS INTERMEDIATE		"
"	Elementary Ed., Career Guide Volume 3. ECONOMIC AWARENESS		"
"	SUGGESTED LESSONS FOR ELEMENTARY OCCUPATIONAL UNDERSTANDING		"
"	WHAT DO YOU READ?		Wyoming
"	WORLD OF WORK		
"	THE WORLD IS OUR CLASSROOM		
Grade 1	CAREER EDUCATION UNIT GUIDE		
Elementary	ART IN THE ELEMENTARY SCHOOL	Mary Chopping	Casper, Wyoming
Grade 1	THE BAKER		Orlando, Florida
"	THE BARBER		"
"	BEAUTY OPERATOR		"
"	THE BEEKEEPER		"
"	THE BICYCLE REPAIRMAN		"
"	THE BREAD INDUSTRY - BAKERY		"
"	THE GROCERY STORE (Math Computation)	Virginia Rose	Casper, Wyoming
"	THE CATERER		Orlando, Florida
"	THE CATTLE RANCHER		"
"	THE CHEF		"

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 1	THE CLERGYMAN		Orlando, Florida
"	COME TO WORK WITH US IN A HOSPITAL	Sister Mary Sheehan	Casper, Wyoming
"	THE COMMERCIAL FISHERMAN		Orlando, Florida
"	COMMUNITY HELPERS	Helen Jeffery	
"	COMMUNITY HELPERS	Doris Hollman	
"	LET'S FIND OUT ABOUT POLICEMEN	Sister Mary Sheehan	Casper, Wyoming
"	COMMUNITY "MR. ZIP"	Neal C. Dunn	Radford, Virginia
"	THE POLICEMAN	Mary Miller	Casper, Wyoming
"	DAIRY WORKERS	Shirley Ward	Casper, Wyoming
"	DOG TRAINER		Orlando, Florida
"	ELEMENTARY CLASSROOM TEACHER		Orlando, Florida
"	THE FBI AGENT	Peggy Hanky	Orlando, Florida
"	THE FAMILY "ALL IN A FAMILY"	Neal C. Dunn	Radford, Virginia
"	THE FARM "IN THE BARNYARD"	Neal C. Dunn	Radford, Virginia
"	THE GENERAL FARMER		Orlando, Florida
"	THE FIREMAN		Orlando Florida
"	A FIREMAN CAN ADD AND SUBTRACT CAN YOU?		Riverton, Wyoming
"	FLOWERPOT GARDENS	Sister Mary Sheehan	Casper, Wyoming
"	FOODS AND THE GROCERY STORE	Dolores Hammer	Casper, Wyoming
"	"FOOD" AND "FOOD WORKERS"	Shirley Ward	Casper, Wyoming
"	HEALTH AND HEALTH WORKERS	Shirley Ward	Casper, Wyoming
" "	INDIVIDUAL INTEREST CENTERS	Barbara Wood	Riverton, Wyoming
"	THE LIBRARIAN		Orlando, Florida
"	THE LIBRARY ASSISTANT	Kathleen Gordon	Orlando, Florida
"	THE LUNCHROOM MANAGER		" "
"	THE MAIL CARRIER		" "
"	THE MARINE BIOLOGIST		" "

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 1	THE MARINE BIOLOGIST		Orlando, Florida
"	THE MARINE DIVER		Orlando, Florida
"	THE MAYOR		" "
"	MERCHANDISING	Mary Miller	Casper, Wyoming
"	THE MUSIC TEACHER		Orlando, Florida
"	NURSE'S AID	Nancy Legler	Riverton, Wyoming
"	NURSERY SCHOOL TEACHER		Orlando, Florida
"	THE OCEANOGRAPHER		" "
"	THE POLICEMAN		" "
"	GET OUT AND VOTE!		" "
"	THE POULTRY FARMER		" "
"	PRINTING IN A NEWSPAPER SHOP	Judy Smith	Riverton, Wyoming
"	RECREATION AND ENTERTAINMENT (CIRCUS PERFORMERS)		Broward County, Florida
"	THE RESTAURANT WORKERS	Betty Reddock	Riverton, Wyoming
"	ROCKS AND THE EARTH	Shirley Ward	Casper, Wyoming
"	SAFETY, MANNERS AND THE POLICEMAN	"	" "
"	THE SAILOR	Katherine Baker	" "
"	SCHOOL "IT'S IN THE BAG"	Donna Nester, Kathleen Wilson	Radford, Virginia
"	SCHOOL "OUR HOME AT SCHOOL"	" " " "	" "
"	THE SCHOOL _ Careers in Public Service		Marietta, Georgia
"	THE SCHOOL PRINCIPAL		Orlando, Florida
"	THE SCHOOL SOCIAL WORKER		" "
"	THE SEAMSTRESS		Orlando, Florida
"	SELF - "WHO'S THAT IN THE MIRROR?	Donna Nester Kathleen Wilson	Radford, Virginia
"	SELF-AWARENESS AND CAREER INTRODUCTION	Mary Miller	Casper, Wyoming
"	THE SHOE REPAIRMAN		Orlando, Florida

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 1	THE SWIMMING POOL SERVICEMAN		Orlando, Florida
"	THE TOLL COLLECTOR		" "
"	THE TAILOR		" "
"	THE VETERINARIAN		" "
"	THE VETERINARIAN'S AIDE		" "
"	WAITERS AND WAITRESSES		" "
"	WE BUILD A HOUSE	Eleanore Walker	Casper, Wyoming
"	WORK EXPERIENCES IN THE HOME	J.B. Wier	Carrollton, Alabama
"	THE WORLD OF ELECTRICITY Teacher's Guide		Riverton, Wyoming
"	THE WORLD OF WORK "HOUSES"	Carole Earnhart	Riverton, Wyoming
"	W O W POST OFFICE WORKERS	" "	
"	WYOMING	Mayme Riggs	Riverton, Wyoming
Grade 2	ART	Mary Chopping	Casper, Wyoming
"	CARPENTER TOOLS, SAFETY, AND THEIR CARE	Helen Jeffery	Riverton, Wyoming
"	CARS AND TAXICABS	Wilma Weber	" "
"	CLOTHING	Judy Anderson & Elizabeth Cummings	Casper, Wyoming
"	CLOTHING		
"	CLOTHING "THE SHIRT ON YOUR BACK"	Catherine Clark & Helen Darden	Radford, Virginia
"	COSMETOLOGY	Helen Jeffery	Riverton, Wyoming
"	CUSTODIANS (JANITORS) IN OUR LIVES	Catherine Clark & Helen Darden	Radford, Virginia
"	DINOSAUR UNIT		
"	THE DRY CLEANER THE LAUNDRY	Ruth Dow	Riverton, Wyoming
"	ELECTRICITY	Helen Jeffery	" "
"	THE FARM - OLD MACDONALD'S FARM	Catherine Clark & Helen Darden	Radford, Virginia

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 2	FLIGHT TO_ _ _ _ _ ?	Ruth Dow	Riverton, Wyoming
"	FOOD UNIT	Elaine Rabe	Luck, Wyoming
"	FOODS - A Five Part Career Unit	Fiehrer, Price, Hawkes	
"	FROM SHEEP TO WOOL	Naomi Rouser	Casper, Wyoming
"	THE GROCER - TO MARKET, TO MARKET	Catherine Clark & Helen Darden	Radford, Virginia
"	THE GROCERY STORE (Math Computation)	Virginia Rose	Casper, Wyoming
"	HEALTH CAN BE FUN	Helen Jeffery	Riverton, Wyoming
"	IT'S ABOUT TIME!	Mildred Davis	Rawlins, Wyoming
"	CAREER DEVELOPMENT	J.C. Hitt	Riverton, Wyoming
"	MINI-UNIT IN COOKING	Mary Hinman	Casper, Wyoming
"	THE NURSE		
"	OCCUPATION IN FLIGHT	Joyce Fleming & Ruth Dow	Riverton, Wyoming
"	OCCUPATIONS AND THE OCEAN	Joyce Fleming	" "
"	OCCUPATIONS AND OIL		
"	ODDS AND ENDS IN ART	Mildred Davis	Rawlins, Wyoming
"	OUR HOMES - SHELTER "WHERE DO YOU LIVE?"	Catherine Clark & Helen Darden	Radford, Virginia
"	PERSONAL GROOMING	Mary Hinman	Casper, Wyoming
"	PLASTIC RESIN GIFTS (Special Reading)		
"	SCIENCE IS LEARNING MATH	Helen Jeffery	Riverton, Wyoming
"	SHERIFF		
"	TIMBER TO NEWSPAPER	Chris Oksanen	
"	TRANSPORTATION "LET'S TAKE A BUS RIDE"	Catherine Clark & Helen Darden	Radford, Virginia
"	THE NEWSPAPER		Broward County, Florida
"	WHAT DOES A VETERINARIAN DO?	Helen Jeffery	Riverton, Wyoming

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 2	WHO MAKES IT SAFE FOR YOU?	Oletha Natt & Sandra Davey	Casper, Wyoming
"	THE WORLD OF WORK	Jackie Armstrong & Doug O'Brien	Rock Springs, Wyoming
"	WYOMING HIGHWAY PATROL		
"	CAREER EDUCATION UNIT GUIDE		
* Additional Units from Florida			
Grade 2	THE ACCOUNTANT		Orlando, Florida
"	THE AIRCRAFT PILOT		" "
"	AIRLINE STEWARD & STEWARDESS		" "
"	THE ASTRONAUT		" "
"	THE AUTOMOBILE MECHANIC		" "
"	BANK TELLER		" "
"	THE BOOKKEEPER		" "
"	THE BUS DRIVER		" "
"	COMPUTER PROGRAMMER		" "
"	THE DELIVERYMAN		" "
"	THE DENTIST		" "
"	THE DENTAL ASSISTANT		" "
"	THE DISC JOCKEY		" "
"	THE FACTORY ASSEMBLER		" "
"	THE FACTORY INSPECTOR		" "
"	THE FASHION DESIGNER		" "
"	THE GENERAL PRACTITIONER		" "
"	THE INSURANCE AGENT		" "
"	LICENSED PRACTICAL NURSE		" "
"	THE MECHANICAL ENGINEER		" "
"	THE NEWS COMMENTATOR		" "
"	THE NEWSPAPER PHOTOGRAPHER		" "

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 2	NEWSPAPER REPORTER		Orlando, Florida
"	THE ORTHODONTIST		" "
"	THE PRINTER		" "
"	PACKAGER AND PACKER		" "
"	THE PUBLISHING ILLUSTRATOR		" "
"	THE RECEPTIONIST		" "
"	THE REGISTERED NURSE		" "
"	THE RESEARCH TECHNICIAN		" "
"	THE SECRETARY		" "
"	THE SERVICE STATION ATTENDANT		" "
"	THE SHIPPING CLERK		" "
"	SHIP'S CAPTAIN		" "
"	THE TELEPHONE OPERATOR		" "
"	THE TELEVISION ANNOUNCER		" "
"	THE TELEVISION CAMERAMAN		" "
"	THE TOOL AND DIE MAKER		" "
"	THE X-RAY TECHNICIAN		" "
Grade 3	ACTOR AND ACTRESS		Orlando, Florida
"	THE ADVERTISING ARTIST		" "
"	THE ARCHITECT		" "
"	THE ASTRONOMER		" "
"	BUTCHER/MEATCUTTER	Thelma McGlan	" "
"	CAREER EDUCATION SURVEY		New York, NY
"	THE CARPENTER		Orlando, Florida
"	CARPENTERS		
" "	THE CASHIER		Orlando, Florida
"	THE CATTLE INDUSTRY		
"	THE CEMENT MASON		Orlando, Florida

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 3	CLOTHING	Judy Anderson & Elizabeth Cummings	Casper, Wyoming
"	CLOTHING UNIT	Alyce Dodge & Marian Wetzel	" "
"	THE COMMERCIAL ARTIST		Orlando, Florida
"	COMMUNICATIONS	Loretta Miller	Casper, Wyoming
"	CONSTRUCTION PAINTER	Jean Fawley	Orlando, Florida
"	CONSTRUCTION OF THE UNION PACIFIC RAILROAD IN WYOMING	Kathleen Delaurante & Elanor Engstrom	Riverton, Wyoming
"	DENTAL HEALTH	Maxine Syverts & Nellie Raymond	Riverton, Wyoming
"	THE ELECTRICIAN		Orlando, Florida
"	ENRICHMENT MATH - WORLD OF WORK - THE SHEEP INDUSTRY - THE VETERINARIAN	Joan Lee Graf	Riverton, Wyoming
"	THE FASHION MODEL		Orlando, Florida
"	THE FLORAL DESIGNER		" "
"	THE FORESTER		" "
"	FOREST RANGER		" "
"	THE GAME WARDEN		" "
"	THE GREENHOUSE WORKER		" "
"	THE GROUNDSKEEPER		" "
"	THE HEAVY EQUIPMENT OPERATOR		" "
"	HOMES	Shirley Russell & Betty Lloyd	Casper, Wyoming
"	HORTICULTURIST		Orlando, Florida
"	THE HORSE INDUSTRY	Joan Graf	Riverton, Wyoming
"	THE HOSPITAL EMERGENCY ROOM	Barbara Cox & Dolores Showalter	Radford, Virginia
"	THE HOST AND HOSTESS		Orlando, Florida
"	HOTEL MANAGER		Orlando, Florida
"	INDIAN COMMUNICATION	Kathleen Delaurante & Eleanor Engstrom	Rock Springs, Wyoming

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 3	INSTRUMENTAL MUSICIAN		Orlando, Florida
"	IT'S ABOUT TIME!	Mildred Davis	Rawlins, Wyoming
"	LEISURE TIME AWARENESS	Yvonne Bender	Casper, Wyoming
"	LET'S GO TO TOWN	Dolores Showalter & Barbara Cox	Radford, Virginia
"	THE LUMBERMAN		Orlando, Florida
"	METEOROLOGIST		" "
"	CAREERS IN PARK SERVICES	Henrietta Sutphin	Casper, Wyoming
"	THE PAINTER		Orlando, Florida
"	PIONEER COMMUNICATION	Kathleen Delaurante & Eleanor Engstrom	Riverton, Wyoming
"	PLUMBER		Orlando, Florida
"	THE POLLUTION CONTROL SPECIALIST		Orlando, Florida
"	THE POTTER		" "
"	POSTAL SERVICES "FROM ME TO YOU"	Barbara Cox & Dolores Showalter	Radford, Virginia
"	RECREATION DIRECTOR		Orlando, Florida
"	THE RETAIL SELLER IN A DEPARTMENT STORE	Nettie Deggs & Marsha Floyd	" "
"	THE SALES PERSON		" "
"	SCHOOL JOBS		
"	SUGARBEETS: GROWING AND REFINING	Mickey Pickett	
"	THE SUPERMARKET MANAGER		Orlando, Florida
"	THE TELEPHONE (Communication and Media)		Marietta, Georgia
"	TRANSPORTATION UNIT	Shirley Russell & Betty Lloyd	Casper, Wyoming
*Kindergarten	VALENTINE POST OFFICE	Lynda Ibach & Daria Wood	Riverton, Wyoming

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 3	THE WEATHER RAIN OR SHINE	Barbara Cox & Dolores Showalter	Radford, Virginia
"	WEAVING	Minnie Presgrove	Riverton, Wyoming
"	"WORKING FOR A TRUCKING CO."	Minnie Presgrove	
"	"THE WORKING WORLD"	Myrtle Roberts & Lorraine James	Casper, Wyoming
"	"THE WORLD OF BANKING"	Shelia McConnaughey	" "
"	THE WORLD OF WORK THE BEEF INDUSTRY	Joan Lee Graf	Riverton, Wyoming
"	THE WORLD OF WORK THE HORSE INDUSTRY, THE HORSE OWNER _ Enrichment Math	Joan Lee Graf	" "
"	THE WORLD OF WORK - THE SHEEP INDUSTRY	Joan Lee Graf	" "
"	WORLD OF WORK - THE SHEEP INDUSTRY - THE TRUCKER	Joan Lee Graf	" "
"	THE WORLD OF WORK - THE SHEEP INDUSTRY - THE WOOL GROWER	Joan Lee Graf	" "
"	THE WRITER		Orlando, Florida
"	ZOOKEEPER		" "
Grade 4	CAREERS ACROSS OUR LAND	Helen Ingersoll, Janice Pivik, Eileen Sonnedecker & Jerry Terry	Casper, Wyoming
"	THE GROCERY STORE	Virginia Rose	" "
"	CAREERS IN CHILD CARE		Orlando, Florida
"	CAREERS IN THE CITRUS INDUSTRY		" "
"	CAREERS IN COSMETOLOGY		" "
"	CAREERS IN COURTHOUSE LAW		" "
"	CAREERS IN THE DAIRY INDUSTRY		" "
"	CAREERS IN EDUCATION		" "
"	CAREERS IN FIRE PREVENTION AND CONTROL		" "
"	CAREERS IN FOOD SERVICE		" "

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 4	CAREERS IN GOVERNMENT		Orlando. Florida
"	CAREERS IN HOME SERVICE		" "
"	CAREERS IN LAW ENFORCEMENT		" "
"	CAREERS IN MARINE RESEARCH		" "
"	CAREERS IN THE MILITARY SERVICES		" "
"	CAREERS IN OCEANOGRAPHY		" "
"	CAREERS IN PET CARE		" "
"	CAREERS IN THE POSTAL SERVICE		" "
"	CAREERS IN POULTRY FARMING		" "
"	CAREERS IN RANCHING		" "
"	CAREERS IN RELIGION		" "
"	CAREERS IN SEWING		" "
"	CAREERS IN SHOE REPAIR		" "
"	CAREERS IN SPECIAL EDUCATION		" "
"	CAREERS IN TRANSPORTATION	Carl Carlsen	Casper, Wyoming
"	CAREERS IN VEGETABLE FARMING		Orlando, Florida
"	CAREERS IN VETERINARY MEDICINE		Orlando, Florida
"	COLONIZATION OF NORTH AMERICA	Delores Geslin	Riverton, Wyoming
"	CONSERVATION	Margaret Roberson & Dolores Thomas	Radford, Virginia
"	THE DEPARTMENT STORE	Catherine Cooper, Donna Jackson, Sunny Ray Madeville, & Gladys Pearce	
"	THE DIGESTIVE SYSTEM	Juanita Carter	Riverton, Wyoming
"	ELECTRICITY	Mary Jo Quayle	Riverton, Wyoming
"	F.B.I. (Government)	Ruthe Erickson	Casper, Wyoming
"	FLIGHT	Mary Jo Quayle	Riverton, Wyoming
"	FOOD DISTRICUTION Careers in Marketing & Distrucution		Marietta, Georgia
"	HONEYBEES	Lola Blacky	Riverton, Wyoming
"	INDIAN COMMUNICATION	Kathleen Delaurante & Eleanor Engstrom	Riverton, Wyoming

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 4	JOBS IN VIRGINIA	Margaret Roberson & Dolores B. Thomas	Radford, Virginia
"	LET'S VISIT YELLOWSTONE NATIONAL PARK	Bernice Hepp	Riverton, Wyoming
"	MATH AND A BUSINESS (Filling Up Your Tank With Math)	Ransom Arnold	" "
"	MONEY, BANKING AND YOU	Veronica Schadegg	Casper, Wyoming
"	THE NEWSPAPER	Lorie Kintzler	Riverton, Wyoming
"	PERSONAL INTEREST & SELF-UNDERSTANDING ACTIVITY	Jean Taylor, Helen Thompson, Barbara Hordes, Barbara Petty, Pat Pulley, Bruce Eckman, Bob Turner, & Harold Munsey	
"	PLANTS	Joel Smith, Judy Comer, Robert Cook & Albert Price	Marietta, Georgia
"	PRINTING UNIT	Muriel McNeely, Marie J. Patterson & Alice Bonebright	Casper, Wyoming
"	SAFETY	Jean Schavee	Riverton, Wyoming
"	THE SHEEP INDUSTRY	Joan Graf	
"	SHEEP INDUSTRY	Star Williams	Casper, Wyoming
"	TELEVISION	Dolores Thomas & Margaret Roberson	Radford, Virginia
"	THIS IS MY LIFE	Margaret Roberson & Dolores Thomas	" "
"	TOURIST INDUSTRY	Marilyn Alexander & Pat Catsimanes	Casper, Wyoming
"	TRANSPORTATION	Alta Garnet Sanders	Casper, Wyoming
"	USE FIRE AS A FRIEND NOT A FOE	Hedy Arnold	
"	WEATHER	Mrs. Swingle	
"	WILDLIFE IN WYOMING	Patricia Williams	Casper, Wyoming
"	THE WORLD OF CARPENTRY		Riverton, Wyoming
"	THE WORLD OF MECHANICS	Ray Berg	" "
"	THE WORLD OF WORK	Margaret Roberson & Dolores Thomas	Radford, Virginia
"	WYOMING - A FOSSIL GRAVEYARD	Louise Lawrence	Casper, Wyoming

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 5	CAREERS ACROSS OUR LAND	Helen Ingersoll, Janice Picik, Eileen Sonnedecker, Jerry Terry	Casper, Wyoming
"	THE GROCERY STORE	Virginia Rose	" "
"	CAREER AWARENESS ACTIVITIES FOR FIFTH GRADERS	Grace Blevins	" "
"	CAREERS IN AIR TRANSPORTATION		Orlando, Florida
"	CAREERS IN AUTOMOBILE MANUFACTURING		" "
"	CAREERS IN BANKING		" "
"	CAREERS IN A BUSINESS OFFICE		" "
"	CAREERS IN COMPUTER SCIENCE		" "
"	CAREERS IN DENTISTRY		" "
"	CAREERS IN A FACTORY		" "
"	CAREERS IN FURNITURE MANUFACTURING		" "
"	CAREERS IN THE GARMENT INDUSTRY		" "
"	CAREERS IN A HOSPITAL		" "
"	CAREERS IN LAND TRANSPORTATION		" "
"	CAREERS IN MARINE TRANSPORTATION		" "
"	CAREERS IN MEDICAL RESEARCH		" "
"	CAREERS IN MEDICINE		" "
"	CAREERS IN THE NEWSPAPER INDUSTRY		" "
"	CAREERS IN NURSING		" "
"	CAREERS IN PUBLIC TRANSPORTATION		" "
"	CAREERS IN RADIO		" "
"	CAREERS IN A SERVICE STATION		" "
"	CAREERS IN THE TELEPHONE INDUSTRY		" "
"	CAREERS IN TELEVISION		" "
"	AN INTRODUCTION TO CASPER CAREERS	Roberta Horst	Casper, Wyoming
"	COLONIZATION OF NORTH AMERICA	Delores Geslin	Riverton, Wyoming
"	COMMUNICATION THROUGH RADIO	Karen Sinner	" "

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 5	COMMUNICATION THROUGH RADIO	Karen Sinner	Riverton, Wyoming
"	FARMING AND RANCHING	James E. Deal	Casper, Wyoming
"	FISH	Ethelyn Middaugh	" "
"	FORESTS TO PAPER UNIT FOR GRADE FIVE	Jean Freeman	" "
"	GETTING TO KNOW YOUR NEWSPAPER	Elizabeth Simpkins, Maryanne Stump & Marcia Buchholz	Radford, Virginia
"	HOTELS AND MOTELS		Marietta, Georgia
"	THE HUMAN BODY AND THE RELATED CAREER OPPORTUNITIES IN A DOCTOR'S CLINIC	Jerry Terry	Casper, Wyoming
"	LAWYERS	Mary Vinnola	" "
"	MIND AND BODY - ME AND MY SHADOW	Maryanne Stump & Elizabeth Simpkins	Radford, Virginia
"	MONEY, BANKING AND YOU	Veronica Schadegg	Casper, Wyoming
"	NATURAL RESOURCES		
"	THE NEWSPAPER	Joel Smith, Judy Comer, Robert Cook & Albert Price	Marietta, Georgia
"	PERSONAL HEALTH & HYGIENE	Margaret Lyman	
"	PERSONAL INTEREST & SELF-UNDERSTANDING ACTIVITY	Jean Taylor, Helen Thompson, Barbara Hordes, Barbara Petty, Pat Pulley, Bruce Eckman, Bob Turner & Harold Munsey	
"	ROCKS AND MINERALS TREASURES BENEATH YOUR FEET	Maryanne Stump & Elizabeth Simpkins	Radford, Virginia
"	THE TELEPHONE INDUSTRY WIRES THAT TALK	Maryanne Stump & Elizabeth Simpkins	Radford, Virginia
"	WILDLIFE IN WYOMING	Patricia Williams	Casper, Wyoming
"	THE WONDERFUL WORLD OF TEXTILES	Maryanne Stump & Elizabeth Simpkins	Radford, Virginia
Grade 6	ART CAREERS IN FINE ARTS AND THE HUMANITIES		Marietta, Georgia
"	ART FORM	Judy Carroll	Riverton, Wyoming
"	COLOR IN ART	Judy Carroll	" "

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 6	PRACTICAL APPLICATION OF BASIC ART FACTS	Judy Carroll	Riverton, Wyoming
"	THE BANK	Faye McCoy, Winnie Bowles & Freda Barclay	Radford, Virginia
"	BANKING	Rosalee Pavey	Casper, Wyoming
"	BASE FIVE	Estelle Summers	Riverton, Wyoming
"	BUILDING CONSTRUCTION	Joel Smith, Judy Comer, Robert Cook & Albert Price	Marietta, Georgia
"	CAREER INTERVIEWS	Dorothy Harris & Robert Stirrett	Casper, Wyoming
"	CAREERS IN ADVERTISING		Orlando, Florida
"	CAREERS IN ART		" "
"	CAREERS IN ATMOSPHERE AND SPACE RESEARCH		" "
"	CAREERS IN AN AUTOMOBILE AGENCY		" "
"	CAREERS IN CIVIL ENGINEERING		" "
"	CAREERS IN CONSERVATION		" "
"	CAREERS IN CONSTRUCTION		" "
"	CAREERS IN CREATIVE WRITING		" "
"	CAREERS IN CRAFTS		" "
"	CAREERS IN DEPARTMENT STORES		" "
"	CAREERS IN DESIGN		" "
"	CAREERS IN DRAFTING		" "
"	CAREERS IN ELECTRICAL ENGINEERING		" "
"	CAREERS IN THE FLORAL INDUSTRY		" "
"	CAREERS IN HEATING & AIR CONDITIONING		" "
"	CAREERS IN HORTICULTURE		" "
"	CAREERS IN THE HOTEL AND MOTEL INDUSTRY		" "
"	CAREERS IN MODELING		" "
"	CAREERS IN MUSIC		" "
"	CAREERS IN POLLUTION CONTROL AND ABATEMENT		" "

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 6	CAREERS IN POTTERY MAKING		Orlando, Florida
"	CAREERS IN PRIVATE RETAIL BUSINESS		" "
"	CAREERS IN RECREATION		" "
"	CAREERS IN SELLING		" "
"	CAREERS IN SPORTS		" "
"	CAREERS IN THE SUPERMARKET		" "
"	CAREERS IN THE THEATER		" "
"	CAREERS IN A ZOO		" "
"	CAREERS THROUGH KNOWLEDGE OF SIMPLE ARITHMETIC	Freda Barclay, Faye McCoy & Winnie Bowles	Radford, Virginia
"	COMMUNICATION MEDIA PUBLISHING, JOURNALISM & NEWSPAPER, MAGAZINE	Shaaron Wills	Casper, Wyoming
"	COMMUNICATION THROUGH CONVERSATION "CONVERSATION THAT TURNS YOU ON!"	Freda Barclay, Faye McCoy & Winnie Bowles	Radford, Virginia
"	THE DEPARTMENT STORE		Marietta, Georgia
"	THE DEPARTMENT STORE	Joel Smith, Judy comer, Robert Cook & Albert Price	" "
"	THE DOCTOR		Salt Lake City, Utah
"	ECOLOGY	Faye McCoy, Winnie Bowles & Freda Barclay	Radford, Virginia
"	FOOD SERVICES	Faye McCoy, Winnie Bowles & Freda Barclay	" "
"	THE COURT HOUSE	Rosalee Pavey	Casper, Wyoming
"	GREEK AND ROMAN MYTHOLOGY'S RELATIONSHIP WITH TODAY'S INDUSTRY	Freda Barclay, Faye McCoy & Winnie Bowles	Radford, Virginia
"	HEALTH - A PUBLIC CONCERN	Laverne Grimes & Jim Grimes	Casper, Wyoming
"	THE LIBRARY	Pat Payne & Ray Bjork	
"	LYNCHBURG FOUNDRY THE IRON WORKER	Faye McCoy, Winnie Bowles & Freda Barclay	Radford, Virginia

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Grade 6	MAN - WHERE HE CAME FROM WHERE HE'S GOING	Charles Peart	Riverton, Wyoming
"	MONEY, BANKING AND YOU	Veronica Schadegg	Casper, Wyoming
"	THE NEWSPAPER	Lorie Kintzler	Riverton, Wyoming
"	OCEANOGRAPHY	Faye McCoy, Winnie Bowles & Freda Barclay	Radford, Virginia
"	PERSONAL INTEREST & SELF-UNDERSTANDING ACTIVITY	Jean Taylor, Helen Thompson, Barbara Hordes, Barbara Petty, Pat Pulley, Bruce Eckman, Bob Turner, & Harold Munsey	
"	ELEMENTARY UNIT IN PSYCHOLOGY	George Sherry	Helena, Montana
"	PHOTOGRAPHY UNIT		
"	PROJECT "NEXT STEP" TELEPHONE - A COMMUNICATION THAT HELPS US	Jacqueline Pace	Helena, Montana
"	UNITED STATES POSTAL SERVICE	Geneva Woodall & Willa Douglass	Casper, Wyoming
"	WILDLIFE IN WYOMING	Patricia Williams	" "
ELEMENTARY GENERAL	ELECTRICAL SYSTEM	Steve Campbell & Frank Holt	
" "	THE HATS OUR DADS WEAR		
" "	TAPE-SLIDE SERIES OF HOUSING UNIT FOR GRADES 2 AND 3	Loretta Miller & Allison Schnabel	
" "	POLICE DEPARTMENT AGENCIES		
" "	A RESOURCE UNIT ON OIL CAPITOL TREE SERVICE	James Deal & Bob Stirrett	
" "			
" "	PROJECT REALISM		
" "	THE MUSIC MAN	Audrey Anderson & Glenn Vliet	Casper, Wyoming
" "	SEARCH FOR EARLY MAN		
" "	FIFTH GRADE STAR SPOTTED SPECIAL COME SPY ON THIS NEWSPAPER WITH ME		
" "	UNDERSTANDING ENGINES	Lloyd Frahm	
" "	THE WORLD OF WORK	Marc McClanahan	Rawlins, Wyoming

GRADE LEVEL	UNIT TITLE	AUTHOR	AREA
Intermediate Educable	CAMPING "A HOME UNDER THE STARS"	Sandra Davidson, Karen Simmerman & Judy Blevins	Radford, Virginia
"	FROM THE GROUND TO THE TABLE	Sandra Davidson	Radford, Virginia
"	THE TELEPHONE AS A COMMUNICATION DEVICE "WHO MAKES THE PHONE RING?"	Sandra Davidson	" "
"	WHAT AM I LIKE?	Sandra Davidson, Karen Simmerman & Judy Blevins	Radford, Virginia

CAREER EDUCATION

CASPER UNITS

GRADE LEVEL	UNIT TITLE	AUTHOR
Elementary	ART	Mary Chopping
"	THE GROCERY STORE (Math Computation)	Virginia Rose
Levels K-2	LEARNING HOW TO GET ALONG ON THE JOB	Wanda Kinnett
K	CAREER AWARENESS THROUGH READING READINESS & SOCIAL STUDIES CURRICULUM	Virginia Hogan, Joan Beadles & B.G. Rock, Jr.
K	COMMUNITY HELPERS	Chandos Martin
K	THE GROCERY STORE	Jones, Wood
K	THE POLICEMAN	Nina Tennant
Elem. General	THE GROCERY STORE (Math Computation)	Virginia Rose
2 - 6	MATH CAN BE FUN	Jane Hollenbeck
2 - 6	POT GARDENING	Almeda Sun
Elementary	WEATHER	Geneva Woodall, Allison Schnabel & Willa Dean Douglass
Elementary	ART IN THE ELEMENTARY SCHOOL	Mary Chopping
Grade 1	THE GROCERY STORE (Math Computation)	Virginia Rose
"	COME TO WORK WITH US IN A HOSPITAL	Sister Mary Sheehan
"	LET'S FIND OUT ABOUT POLICEMEN	Sister Mary Sheehan
"	HOSPITAL WORKERS & HEALTH	Pat Elliott & Brenda Uhlich
"	DAIRY WORKERS	Shirley Ward
"	FLOWERPOT GARDENS	Sister Mary Sheehan
"	FOODS AND THE GROCERY STORE	Dolores Hammer
"	"FOOD" AND "FOOD WORKERS"	Shirley Ward
"	GOOD WORK ATTITUDES & HABITS	Shirley Ward
"	HEALTH AND HEALTH WORKERS	Whirley Ward

GRADE LEVEL	UNIT TITLE	AUTHOR
Grade 1	MERCHANDISING	Mary Miller
"	ROCKS AND THE EARTH	Shirley Ward
"	SAFETY, MANNERS AND THE POLICEMAN	Shirley Ward
"	THE SAILOR	Katherine Baker
"	SCIENCE - GEOLOGY	Shirley Ward
"	SELF-AWARENESS AND CAREER INTRODUCTION	Mary Miller
"	WE BUILD A HOUSE	Eleanore Walker
Grade 2	ART	Mary CHopping
"	CAREERS ON WHEELS	Hallie Harris
"	CLOTHING	Judy Anderosn & Elizabeth Cummings
"	FROM SHEEP TO WOOL	Naomi Rouser
"	THE GROCERY STORE	Virginia Rose
"	HOME BUILDING INDUSTRY	Judy Anderson
"	MINI-UNIT IN COOKING	Mary Hinman
"	PERSONAL GROOMING	Mary Hinman
"	WHO MAKES IT SAFE FOR YOU?	Oletha Matt & Sandra Pavey
Grade 3	AVAILABLE CAREERS DEPENDENT ON FOOD INDUSTRY	Ruth Combs
"	CAREERS IN TRANSPORTATION	Carlson
"	CLOTHING	Judy Anderosn & Elizabeth Cummings
"	CLOTHING UNIT	Alyce Dodge & Marian Wetzel
"	COMMUNICATIONS	Loretta Miller
"	EAT FOR HEALTH	Myrtle Roberts & Lorraine James
"	HOMES	Shirley Russell & Betty Lloyd
"	LEISURE TIME AWARENESS	Yvonne Bender
"	CAREERS IN PARK SERVICES	Henrietta Sutphin
"	TRANSPORTATION UNIT	Shirley Russell & Betty Lloyd
Grades 3 & 4 L.D.	CAREERS IN TRANSPORTATION	Carà Carlsen

GRADE LEVEL	UNIT TITLE	AUTHOR
Grade 3	"THE WORKING WORLD"	Myrtle Roberts & Lorraine James
"	"THE WORLD OF BANKING"	Shelia McConnaughey
"	WORLD OF COMMUNICATIONS (Telephone)	Yvonne Bender
"		
Grade 4	CAREERS ACROSS OUR LAND	Helen Ingersoll, Janice Pivik, Eileen Sonnedecker & Jerry Terry
"	THE GROCERY STORE	Virginia Rose
"	CAREER AWARENESS	Ruthe Erickson
"	CAREERS IN TRANSPORTATION	Carl Carlsen
"	F.B.I. (Government)	Ruthe Erickson
"	MINI-UNITS	Muriel McNeeley
"	MONEY, BANKING AND YOU	Veronica Schadegg
"	OCCUPATIONS	Star Williams
"	PRINTING UNIT	MURIEL McNeely, Marie J. Patterson & Alice Bonebright
"	SHEEP INDUSTRY	Star Williams
"	TEACHING OF VALUES	Isabelle Franklin
"	TOURISM IN WYOMING (Recreation)	Evelyn Kreamer & Isabelle Franklin
"	TOURIST INDUSTRY	Marilyn Alexander & Pat Catsimanes
"	TRANSPORTATION	Alta Garnet Sanders
"	THE TRUCK DRIVING INDUSTRY	Mary Williams & Syble Peterson
"	WILDLIFE IN WYOMING	Patricia Williams
"	WYOMING - A FOSSIL GRAVEYARD	Louise Lawrence
Grade 5	CAREERS ACROSS OUR LAND	Helen Ingersoll, Janice Pivik, Eileen Sonnedecker, Jerry Terry
"	THE GROCERY STORE	Virginia Rose
"	CAREER AWARENESS ACTIVITIES FOR FIFTH GRADERS	Grave Blevins
"	AN INTRODUCTION TO CASPER CAREERS	Roberta Horst
Grade 5-6 L.D.	DEPARTMENT STORE	Janet Nelson
Grade 5	FARMING AND RANCHING	James E. Deal
"	FISH	Ethelyn Middaugh

GRADE LEVEL	UNIT TITLE	AUTHOR
Grade 5	FORESTS TO PAPER UNIT	Jean Freeman
"	HOTELS AND MOTELS	Mary Vinnola
"	THE HUMAN BODY AND THE RELATED CAREER OPPORTUNITIES IN A DOCTOR'S CLINIC.	Jerry Terry
"	KNOTS, POTS & PALETTES	Jean Freeman
"	LAWYERS	Mary Vinnola
"	MONEY, BANKING AND YOU	Veronica Schadegg
"	OUR CLASSROOM, A MINIATURE WORLD OF WORK	Carolyn Creger
"	RAMADA INN CAREERS	Hazel Hall
Grades 5 & 6	WEATHER	Mary Chopping & Ethelyn Middaugh
Grade 5	WILDLIFE IN WYOMING	Patricia Williams
Grade 6	BANKING	Rosalee Pavey
"	CAREER INTERVIEWS	Dorothy Harris & Robert Stirrett
"	COMMUNICATION MEDIA PUBLISHING, JOURNALISM & NEWSPAPER, MAGAZINE	Shaaron Wills
"	THE COURT HOUSE	Rosalee Pavey
"	HEALTH - A PUBLIC CONCERN	Laverne Grimes & Jim Grimes
"	MONEY, BANKING AND YOU	Veronica Schadegg
"	SCIENCE - ELECTRONICS IN ACTION	Laverne Grimes & Jim Grimes
"	UNITED STATES POSTAL SERVICE	Geneva Woodall & Willa Douglass
"	WILDLIFE IN WYOMING	Patricia Williams
"	THE MUSIC MAN	Audrey Anderson & Glenn Vliet

APPENDIX E

SUGGESTED OUTLINE FOR UNIT DEVELOPMENT

I. Goals, Objectives and Concepts

A. Goal

B. Objectives
1.

2.

3.

C. Concepts
1.

2.

3.

II. Subject Matter

A. Definition of Terms

1.

2.

3.

III. Occupational Information and Listings

A. General Description

B. Job Entry and Preparation

C. General Requirements

D. Working Conditions and Benefits

E. Occupational Listings

IV. Motivation Activities

A.

B.

C.

V. Study Activities

A. Initial Activities

1.

2.

3.

B. Research Activities

1.

2.

3.

C. Correlating Activities

1. Language Arts

a.

b.

2. Math

3. Social Studies

4. Science

5. Art

6. Music

D. Culminating Activities

1.

2.

3.

E. Follow-Up Activities

1.

2.

F. Hands-On Activities

1.

2.

VI. Materials, Supplies and Equipment

A.

B.

C.

VII. Evaluation

VIII. Resource Materials

A. Teacher Aids

1. Films

a.

b.

2. Tapes/Filmstrips

a.

b.

3. Books

a.

b.

B. Resource Speakers

1.

2.

C. Possible Field Trips

1.

2.

APPENDIX L

APPENDIX L

APPENDIX L

CAREER EDUCATION

MATERIALS

This booklet contains a list of materials and equipment purchased by the Career Education Office for use in the career education project schools of Natrona County School District #1, Casper, Wyoming.

This list includes all materials and equipment purchased and received in the Career Education Office as of July 31, 1975.

Career Education materials have been broken down into the following categories:

Books	Records
Cassettes	Record-Filmstrip sets
Filmstrips	Slides
Filmstrip-Cassette sets	16mm movies

Kits (also includes all miscellaneous materials)

and

Equipment

BOOKS - (includes book sets, booklets, paperback books and library bound books)

Title		Location
About Me - 12 student booklets		Park School
Abstractions in Art and Nature		Kelly Walsh
Acrylic Painting For the Beginner		Kelly Walsh
Ad-Making: How To Create An Ad		East
Advertising Agency and Studio Skills		Kelly Walsh
Agribusiness and Industry		East
Arco-Rosen Career Guidance Series - 40 paperbacks		East
Art Career Guide		Kelly Walsh
Artistic Anatomy		Kelly Walsh
Aviation Careers		University Park
Basics of Decoupage		Kelly Walsh
Battle for Sales, The		University Park
Behind the Scenes of a TV Program		University Park
Behind the Scenes in a Car Factory		University Park
Behind the Scenes in a Department Store		University Park
Behind the Silver Shield		University Park
Big Fish		Willard
Big Knot Macrame		Kelly Walsh
Black Pilgrimage		Willard
Blue Book of Occupational Education		Kelly Walsh
Bottle Cutting and Decorating		Pineview
Building Wrecking		University Park
Career Choices and Career Preparations	Copy 1 Copy 2	Kelly Walsh East
Career Crosswords	Copy 1 Copy 2 & 3	Kelly Walsh East

Career Data Book		CE Office
Career Development Resources		CE Office
Career Education: Guide for Administrators		Each of nine original project schools
Career Education: Handbook of Funding Resources		CE Office
Career Education & The Elementary School Teacher		CE Office
Career Education: Current Trends in School Policies and Programs	Copy 1 Copy 2	Poison Spider CE Office
Career Education for Gifted and Talented Children		CE Office
Career Education Handbook		CE Office
Career Education Handbook for Rural Schools		CE Office
Career Education in the Environment		CE Office
Career Education in the Middle/Junior High		CE Office
Career Education - New Frontier		CE Office
Career Education Practice		CE Office
Career Education Program Vol.I	Copy 1 Copy 2 Copy 3	St. Anthony Fairdale Manor Heights
Career Education Unit Guides from Helena, MT (K-6; 1 set per original pilot school)		each original elementary pilot school
Career Education: What It Is & How To Do It		CE Office
Career Exploration		Kelly Walsh
Career Exploration Curriculum Guide	Copy 1 Copy 2	East Kelly Walsh
Career Guidance for a New Age		CE Office
Career Guidance: Practice & Perspective		CE Office
Career Guidance: Who Needs It		CE Office
Career Information and Counseling		CE Office
Career Motivation Curriculum Guide		each original elementary pilot school

Career Opportunities for Technicians & Specialists Set of four books		East
Career Orientation Curriculum Guide		East
Career Perspective: Your Choice of Work		CE Office
Careers: A Supplementary Reading Program Level A and B		
	1 A-B	Grant
	2 A-B	Midwest
	3 A-B	Manor Heights
	4 A-B	Pineview
	5 A-B	University Park
	6 A-B	Willard
	7 A-B	Evansville
	8 A-B	Westwood
	9 A-B	Mills
	10 A-B	Paradise Valley
	11 A-B	St. Anthony
	12 A-B	Poison Spider
	13 A-B	Fairdale
	14 A	Jefferson
	15 C	Cresthill
Careers for Tomorrow Series - 13 books		University Park
Careers in Data Processing		University Park
Careers In Depth - series of 22 books		University Park
Careers in the Health Field		CE Office
Careers in Medical Science		University Park
Ceramic Design		Kelly Walsh
Character Studies in Oil		Kelly Walsh
Chemistry in the Economy		Kelly Walsh
Child Development		Kelly Walsh
Childrens Dictionary of Careers		St. Anthony
College Admissions Data Service (2 books)		Kelly Walsh
College Charts		Kelly Walsh
Come to Work With Us	Set 1	Poison Spider
	Set 2	Pineview
	Set 3	Fairdale
Community Helpers - series of 14 books		Willard

Complete Drawing Book	Kelly Walsh
Complete Guide to Acrylic Painting	Kelly Walsh
Composing Your Painting	Kelly Walsh
Conception and Fetal Development	Kelly Walsh
Concise Handbook of Occupations	East
Consumer in American Society, The	Kelly Walsh
Counseling for Career Development	CE Office
Courage to Change	CE Office
Creative Candle Making	Kelly Walsh
Creative Color	Kelly Walsh
Creative Photography	Kelly Walsh
Curriculum Careering - 28 student workbooks	Poison Spider
Decisions and Outcomes	East
Decorative Wall Hangings	Kelly Walsh
Deep Sea World	Willard
Designing with String	Kelly Walsh
Dictionary of Occupational Titles	CE Office
Directory of Occupational Titles	Kelly Walsh
Discovering Oil Painting	Kelly Walsh
Doctors in Petticoats	University Park
Dynamic Anatomy	Kelly Walsh
Early Career Books (12 books and study prints)	
Set 1	University Park
(no prints) Set 2	Willard
(no prints) Set 3	Fairdale
Set 4	Poison Spider
(no prints) Set 5	Evansville
Set 6	Grant
(no prints) Set 7	Southridge
Educators Guide to Free Materials	CE Office
Educational Guide to Free Films	CE Office

Eight Black American Inventors - 2 copies		East
Ed Emberley's Make-A-Word Drawing Book		Pineview
Education in the Technological Society		East
Encyclopedia of Careers & Vocational Guidance 2 volumes per set	Set 1 Set 2	Kelly Walsh East
Energy Reports - 40 booklets		East
Engineers Did It		University Park
Everyone Has Important Jobs to Do		Evansville
Experiments in pH Potentiometry		Kelly Walsh
Explaining Careers in Child Care - 3 books		Kelly Walsh
Exploring Careers: Teacher's Handbook		Kelly Walsh
Federal Career Directory 1975		CE Office
Figure Painting in Water Color		Kelly Walsh
Find a Career in Railroading		University Park
Finding Your Job - 5 workbooks		East
Finding Your Job - set of 6 units; each unit has 5 books		East
Firefighters The World Over		University Park
Funny Folks in Limerick Land		Pineview
Get the Story		University Park
Getting Applications Right	Set 1 & 2 Set 3	East Kelly Walsh
Glory Be		University Park
Golden Nature Guide - set of 22 books		Willard
Graphic Communications - 10 books		Midwest
Great Women Teachers		University Park
Guide to Career Education		Kelly Walsh
Guide to Government Loan Films		Kelly Walsh
Health Technicians		Kelly Walsh
Help Yourself to a Job - 3 parts		East

How Things We Use Are Made	Evansville
How To Draw Trees	Kelly Walsh
How to Draw What You See	Kelly Walsh
How To Paint Portraits in Pastel	Kelly Walsh
I Know A....(series of books)	Evansville
Industrial Arts for the Elementary Teacher	Pineview
Ink Drawing Techniques	
Introducing Beads	Kelly Walsh
Improving Your Child's Behavior	Kelly Walsh
I Want to Be - set of 53 books	Poison Spider
I Want to Be - various titles; 6 volumes each of 12 different titles	Grant
If You Don't Know Where You Are Going, You Will Probably End Up Some where Else	East
Job Books - 3 books	East
Job-O Booklets	East
Job-O Booklets	East
Jobs In Recreation; Marketing and Distribution; Construction; Health Care; Manufacturing	University Park
Jobs in Health Care	Evansville
Jobs in Transportation	University Park
Jobs That Save our Environment	University Park
K-12 Guide for Integrating Career Development into the Local Curriculum	CE Office
Learning to Draw	Kelly Walsh
Learning to Get Along With Others	Kelly Walsh
Let's Go To....(set of 5 books)	Evansville
Libraries and You	University Park
Life Drawing in Charcoal	Kelly Walsh
Live Wire	University Park

Looking Forward to a Career In...(7 titles)	University Park
Lovejoy's Career and Vocational Guide	Kelly Walsh
Music Brochures	Music Director
Nursing Booklets	Kelly Walsh
Occupational Guidance Units - set of 5 units; each unit has 8 books	East
Occupational Outlook Handbook	Kelly Walsh
On-The-Spot Reporting	University Park
One Hundred Water Color Techniques	Kelly Walsh
Painter's Problem Book	Kelly Walsh
Lovejoy's College Guide	Kelly Walsh
Macrame - Creative Design	Kelly Walsh
Making a Living at Art	East
Marine Painting in Watercolor	Kelly Walsh
Math Workbook/Food Services	CE Offfce
Monographs - 60 different monographs	Kelly Walsh
Music Books - three titles	East
My Career - 18 workbooks	Pineview
NCAT Audio/Tape Catalog	Kelly Walsh
Non-Traditional Careers for Women	University Park
Painting Techniques of the Masters	Kelly Walsh
Para-Professions	University Park
Park Rangers and Game Wardens	University Park
Personal Perspectives	Kelly Walsh
Photography	University Park
Pop Eye Career Awareness Program	McKinley
Pop Eye Comic Books - 8 different issues to each 3rd grade student in original seven pilot schools	
Pop Eye Comic Books - 2 each of 15 titles	Paradise Valley

Portrait Painting in Color		Kelly Walsh
Postmen the World Over		University Park
Professional Restaurant Services		Kelly Walsh
Public Service Occupationa Guides - set of 7		Kelly Walsh
Real People At Work - 60 titles		CE Office
Real People At Work - various titles		McKinley
Real People At Work - " "		Jefferson
Reasoning Skills	Copy 1	East
	Copy 2	Kelly Walsh
Richard Schmidt Paints the Figure		Kelly Walsh
Sea Careers		University Park
Self Actualization		East
Skin Diving Adventures		University Park
Sky Is Yours, The		University Park
Sports Books - 5 in the series		Kelly Walsh
Succeeding in the World of Work - 3 titles		CE Office
Teaching Children About Technology		Pineview
Teaching for Career Development in the Elementary School		CE Office
Ten-Minute Field Trips		East
Textile Brochures		Pineview
Time Out - 30 subscriptions		East
Timed Writings About Careers - 15 books		Kelly Walsh
200 Tips On How To Study	Copy 1	East
	Copy 2	Kelly Walsh
Under Fire		University Park
VIP Behind the Scenes (6 titles)		University Park
VIP Behind the Scenes (3 titles)		Evansville
Vocational Behavorial Objectives - series I and II		Kelly Walsh

Vocational Biographies - 21 volumes		East
Water Color Painting		Kelly Walsh
Weaving Without a Loom		Kelly Walsh
What It's Like to be a TV Producer		University Park
Why Am I Afraid to Tell You Who I Am? - 10 copies		East
World of Manufacturing - 3 book sample set		CE Office
World of Work		Pineview
World of Work books - 75 workbooks; 175 library bound books; 3 teachers editions		East
World of Work books - 99 workbooks; 99 library bound books; 3 teachers editions		Morgan Junior High
World of Work books - 66 workbooks, 66 library bound books; 3 teachers editions		CY Junior High
Yellow Pages Career Library	Set 1	Fairdale
	Set 2	East
Yellow Pages of Learning Resources - 1 copy to each teacher in seven original pilot schools		
You Can Work in the Communication Industry		University Park
Your Career If You Are Not Going to College		Kelly Walsh
Your Career In...(5 titles)		University Park
Youth and the FBI		Univeristy Park
Your World - series I, III, IV; each series has 5 titles		Mills
Zoo Doctor		Willard

Cassettes - (includes individual cassettes and cassette sets)

Birth of a Business - American Dream - 12 cassette set		Fairdale
Career Education Audio Cassettes - 4 cassettes		CE Office
Career Tapes - 18 cassettes		Kelly Walsh
Careers in Music - 10 cassettes		Kelly Walsh
Entertaining Mathematics - 1 cassette		Kelly Walsh
Grandpa Says - 30 cassettes	Set 1	Mills
Grandpa Says - 30 cassettes	Set 2	Paradise Valley
Individualized Cassette Learning Packages - 10 sets; each set has 1 cassette and study materials		Paradise Valley
Living With Others - Citizenship - Parts I and II; each part has 3 cassettes		CE Office
Measure is Metric, The - 1 cassette		Kelly Walsh
Metric Teaching Tapes		Pineview
Random Walk and Gambler - 1 cassette		Kelly Walsh
Replacement Cassettes - 2 Guidance Associates cassettes		East
Taylor Teachhng Tapes - 198 cassettes		East
What Will I Be? - 1 cassette		Paradise Valley

Filmstrips - (includes filmstrips, filmstrips sets)

Art Filmstrips - set of 13 filmstrips	Kelly Walsh
Art Filmstrips - set of 16 filmstrips	Kelly Walsh
Band Instrument Care - 10 filmstrips	Midwest
City Is Many Things, The - 5 filmstrips	CE Office
Father's Work - 6 filmstrips	University Park
Five Thousand Years of Musical Instruments - 2 black and white filmstrips	Midwest
Foundations for Occupations Filmstrips - 5 filmstrips	CE Office

Home Landscaping - 4 filmstrips		Kelly Walsh
Hook and Ladder - the Fire Department Story		Pineview
How To Read A Newspaper - 1 filmstrip		St. Anthony
How We Got Our Home - 4 filmstrips		Pineview
Jobs in Mathematics - 1 filmstrip		St. Anthony
Men In Blue - 1 filmstrip		Pineview
Mother's Work Too - 6 filmstrips		University Park
My Mother Works in a Drugstore - 1 filmstrip		Willard
My Dad Works in a Supermarket - 1 filmstrip		Willard
Our School WOrkers - 8 filmstrips		Pineview
Replacement Filmstrip- The Fire Fighter		East
Replacement Filmstrips - 18 filmstrips		East
Replacement Filmstrip - You and the Law		East
Replacement Filmstrips - 5 filmstrips		East
Transportation - 1 filmstrip		Pineview
Two Sides to Every Story - 4 filmstrips		CE Office
What A Doctor Sees When He Looks At You - 1 filmstrip		Pineview
What Do You Think? - 6 filmstrips	Set 1	CE Office
	Set 2	Mills
Work People Do, The - 7 filmstrips		CE Office

Filmstrip-Cassette Sets

Adventures in the World of Work - 5 fs/5 cassettes		CE Office
Adventures in the World of Work - 6 fs/6 cassettes		
	Set 1	Fairdale
	Set 2	Westwood
America's Urban Crisis - 6 fs/3 cassettes		Poison Spider
America's Urban Needs - 6 fs/6 cassettes		Willard

Art Careers in Advertising - 1 fs/1 cassette	East
Butterick Fashion Careers - 8 fs/8 cassettes	Kelly Walsh
Career Awareness: A Primary Introduction to Career Education - 5 fs/5 cassettes	
Set 1	Poison Spider
Set 2	CE Office
Career Awareness Series - 4 fs/4 cassette	University Park
Career Development Kit - 4 fs/4 cassettes	St. Anthony's
Career Education Clusters - 16 fs/16 cassettes	Kelly Walsh
Career Kaleidoscope - 5 fs/ 5 cassettes	Poison Spider
Career Training: How, What, Where 6 fs/6 cassettes	East
Careers and Lifestyles -	Kelly Walsh
Careers In...(8 sets of filmstrip/cassette sets)	Midwest
Careers in Chilcare - 4 fs/4 cassettes	Kelly Walsh
Careers in Filmmaking - 2 fs/2 cassettes	Kelly Walsh
Careers in Foods	Kelly Walsh
Careers in Housing	Kelly Walsh
Careers in Interior Design - 2 fs/2 cassettes	East
Careers in Set Design - 2 fs/2 cassettes	Kelly Walsh
Careers in Television -1 fs/ 1 cassette	Kelly Walsh
Change Here for Tomorrow	Kelly Walsh
Child Care and Development - 4 fs/4 cassettes	Kelly Walsh
Color and It's Perception - 3 fs/3 cassettes	Kelly Walsh
Conductor, The - 2 fs/2 cassettes	East
Community Workers and Helpers - Group I and II; each group has 4 fs/4 cassettes	
Set 1	University Park
Set 2	Willard
Set 3	Evansville
Creative Photogrpahy	Kelly Walsh
Dimensions of Change	Kelly Walsh

Discovery Unit - 8 fs/8 cassettes, 30 logbooks		East
Discovering Rocks and Minerals - 4 fs/4 cassettes		Pineview
Education: Who Needs It? - Part I and II; each part has 4 fs/4 cassettes		Evansville
Exploring Careers - 6 fs/3 cassettes	Set 1	East
	Set 2	Willard
Exploring Ecology - 5 fs/5 cassettes		Mills
Exploring the World of Maps - 5 fs/5 cassettes		East
Fascinating World of Work, The		Kelly Walsh
Feelings and Thoughts - 1 fs/1 cassette		East
Filmstrip/Cassette - 3 various titles		Pineview
Filmstrip/Cassette - 4 various titles		University Park
Finding and Getting a Job - 6 fs/6 cassettes		Poison Spider
Finding and Getting A Job	Set 2	East
Friendly and Hostile - 1 fs/1 cassette		East
Furniture Styles Then and Now		Kelly Walsh
Getting to Know Me - 4 fs/2 cassettes		Poison Spider
Graphic Services - 6 fs/6 cassettes		Kelly Walsh
Growing to Know Me - 6 fs/6 cassettes		CE Office
High School Course Selection		Kelly Walsh
How A Recording is Made - 2 fs/2 cassettes		East
How To Do: The Creative Potter - 1 fs/1 cassette		East
Indian Crafts of the Southwest - 4 fs/4 cassettes		Pineview
Jelly Bean Company - 6 fs/6 cassettes per set; 2 sets		CE Office
Job Hunt: Where to Begin		Kelly Walsh
Job Opportunities Now - 6 fs/6 cassettes	Set 1	East
	Set 2	Midwest
Jobs and Gender		Kelly Walsh
Jobs In Printing - 8 fs/8 cassettes		East
Kindle Kits - Sets 1-4; each set has 5 fs/5 cassettes		Manor Heights

Kindle Kits - Sets 1-4	University Park
Kindle Kits - Sets 1-4	Midwest
Kindle Kits - Set 4 only	St. Anthory
Learning to Live With Others - 4 fs/2 cassettes; Group I and Group II	St. Anthony
Learning to Thread A Sewing Machine - 4 fs/4 cassettes	Kelly Walsh
Let's Get Organized - 1 fs/1 cassette	East
Life Skills - 6 fs/6 cassettes	CE Office
Livelihoods - 1 fs/1 cassette	Kelly Walsh
Metric System - 6 fs/6 cassettes	St. Anthony
Newspaper in America - 6 fs/6 cassettes	East
News Reporter - 1 fs/1 cassette	Poison Spider
Opportunities Now - 6 fs/6 cassettes	CE Office
Paycheck Puzzle, The	Kelly Walsh
People at Work - Set I and II; each set had 4 fs/4 cassettes	Willard
Personal Feelings About Yourself - 7 fs/7 cassettes	McKinley
Personal Feelings of Responsibility - 7 fs/7 cassettes Set 1	McKinley
Set 2	Southridge
Pop Music in the 20th Century - 6 fs/6 cassettes	East
Teaching the Crafts - 1 fs/1 cassette	East
Textiles - 2 fs/2 cassettes and 2fs/2 records	Pineview
Think Metric - 3 fs/3 cassettes	Pineview
Think Why and Learn - 2 fs/2 cassettes	Mills
Transportation In America- 5 fs/5 cassettes	Mills
Transportation Today - 6 fs/6 cassettes	Pineview
Trees - 6 fs/6 cassettes	Pineview
Truth and Consequence - 1 fs/1 cassette	East

Values for Teens in 1970		Kelly Walsh
When I Grow Up...- 5 fs/5 cassettes	Set 1	CE Office
	Set 2	Grant
	Set 3	Southridge
Where Do We Get Our Paper - 1 fs/1 cassette		Poison Spider
Who Helps Us - 10 fs/ 10 cassettes		Pineview
Women Today		Kelly Walsh
Wonderful World of Work - 12 fs/12 cassettes		CE Office
Working - series of 4 fs/4 cassettes		University Park
Who Works For You? - 6 fs/6 cassettes		Fairdale
You and Recycling - 4 fs/2 cassettes		Willard
You the Consumer - 4 fs/4 cassettes		Willard
Your Job Interview		Kelly Walsh
Your Personality		Kelly Walsh
Your Working Future - series of 7 fs/7 cassettes		East

Kits - (includes all posters, games, flashcards, study prints and miscellaneous items)

ABC School Supply games - 4 games		Evansville
Activity Sheets for early elementary grades		McKinley
Anuk's Family of Bali - posters		Grant
Addo-Number Rummy - 2 addo games; 4 rummy games		Pineview
Applying for a Job - study guides	Set 1	Kelly Walsh
	Set 2	East
Arithmecubes - game		Pineview
Balance with Weights - metric units	#1	Poison Spider
	#2	St. Anthony
Beakers - plastic 1 litre, ½ litre, 100 ml	#1	Poison Spider
	#2	St. Anthony
Beginning Career Awareness - game cards on careers		Poison Spider
Building Matchup - game		Evansville

Business Careers Kit	Kit 1	Kelly Walsh
	Kit 2	East
Candy Molds and Accessories		Westwood
Cardboard Carpentry tools, blades and cutters		CE Office
Career Awareness Bingo Games - one game to each of the seven original elementary Career Education pilot schools		
Career Awareness Manipulatives - 10 wooden puzzles		Westwood
Career Development Units - 60 teaching units		East
Career Exploratory System		Kelly Walsh
Career Flashcards		Pineview
Career Insights & Self-Awareness	Set 1	St. Anthony
	Set 2	Fairdale
	Set 3	Manor Heights
Career Picture Kits - 16 packages of career posters		
	Set 1	Pineview
	Set 2	St. Anthony
	Set 3	CE Office
	Set 4	Fairdale
	Set 5	Willard
	Set 6	McKinley
Career Skills Matrix - posters and guides		Kelly Walsh
Careers in Art - set of 18 posters		East
Careers Information Packets - Johnny Careers, My Neighbor Careers, Career Guides		University Park
Clear Stencils - for overhead projector		Pineview
Coins - magnetic money		Pineview
Coins Stamps - ink pad stamps		Pineview
Community Helpers - cut-outs		Westwood
Community Helpers - 12 colorful cut-outs		University Park
Community Helpers - cut-outs		University Park
Community Helpers - cut-out stand up posters		Fairdale
Community Helpers at Work - kit		University Park
Community Helper Puppets		University Park
Community Workers and Helpers - 30 giant size cards		Poison Spider

Community Workers and Helpers - poster cards		Evansville
Darkroom Equipment		University Park
Desk Top Career Kit		Kelly Walsh
DUSO Kits - each set has two levels--D-1 and D-2	Set 1	University Park
	Set 2	Pineview
	Set 3	Willard
	Set 4	Manor Heights
	Set 5	Fairdale
	Set 6	Westwood
	Set 7	Poison Spider
	Set 8	Grant
	Set 9	McKinley
	Set 10	Evansville
	Set 11	St. Anthony
	Set 12	Mills
	Set 13	Paradise Valley
Dry Silver Paper		East and Kelly Walsh
Early Careers Study Prints		Mills
Elementary Art Tool Set - leather tools		Westwood
Electronic Generator		Westwood
Energy--Past, Present & Future - visual masters		East
Farm, The - activity unit kit		University Park
Farm, The - flannel kit		University Park
Felt Pens		Pineview
Felt Community Helper Puppets - 5 puppets		Westwood
Filmstrip Kit - Do-It-Yourself		Westwood
Firefighters - game		Evansville
Film Equipment - darkroom developing kit and equipment		Manor Heights
Fit-A-Fraction Circles - pie forms		Pineview
Focus on Self Development - Stage I,II,III		Pineview
Forestry Materials		Pineview
Game-Sim - Series I		East
Gas Engine Model		Westwood

Geoshapes - plastic forms		Pineview
Hand Puppets - set of 4		Poison Spider
Hand Weaving Looms - 2 looms		Westwood
Health Careers	Set 1	Kelly Walsh
	Set 2	East
Home and Community Helpers - 12 teaching pictures		Pineview
I Want To Be - book trees, Level I and II; each level has 6 sets of 4 books and one cassette per set, book tree	Set 1	Fairdale
	Set 2	Manor Heights
	Set 3	University Park
	Set 4	CE Office
	Set 5	Midwest
	Set 6	Paradise Valley
	Set 7	Evansville
I Win - playing cards, 6 sets		Pineview
Induction Coil		Kelly Walsh
Industrial Arts and Vocation Posters - 15 posters		East
Industrial Careers Kit	Set 1	Kelly Walsh
	Set 2	East
Invisible Engine		Pineview
Instructo Kits - 5 flannel board sets		Evansville
Jobs and Things - games		Westwood
Job Puzzles		Evansville
Labgrade Weights - metric weights	#1	Poison Spider
	#2	St. Anthony
Leather - A Useful Material - 4 kits		Willard
Leather Craft Materials - leather kits, tools, materials		Pineview
Leather Kits and Materials - 4 kits and materials		Manor Heights
Leather Materials and Books - craft packs and book		East
Leisure Craft and Lifestyles - Kit I and II		Kelly Walsh
Life Careers - 2 games		East

Looms for Weaving - 30 wooden looms with shuttles		Pineview
Magnetic Counting Game		Pineview
Math Fact Game		Pineview
Metric System Chart		Pineview
Mini Traffic Signs - wooden signs	Set 1	Westwood
	Set 2	University Park
Modern Workers for Career Awareness - study posters		St. Anthony
Money Games - 2 games		Pineview
Monopoly Game		St. Anthony
Moving With Numbers - 2 sets		Pineview
Newspaper Career Posters - set of 18 cards		CE Office
News Time Cut Outs		CE Office
Occupational Awareness Unit		East
Occupational Filing Plan Set		Kelly Walsh
Occupational Library File		Kelly Walsh
Occupations - set of puzzle pieces to match with career pictures		Fairdale
Opportunities in Mathematics - 20 posters		St. Anthony
Orbiting the Earth - x, +, -, ÷ games		Pineview
Ordinal-Cardinal Puzzles - flash cards		Pineview
Our Friend - The Police Officer - cardboard posters		Evansville
Our Helpers - 12 stand-up people		Westwood
OVIS Tests and Scoring		Kelly Walsh
Pay the Cashier - game		Pineview
People We Know - 12 posters		University Park
Photography Camera Kit - cameras and developing materials	Set 1	Pineview
	Set 2	Willard
Photography Equipment - developing materials		East

Photography Equipment - U-Film, cans		Manor Heights
Plastic Kit		Manor Heights
PLastic Molds		Manor Heights
Pictures of Community Helpers and Family		Fairdale
Police/Fire Department Helpers		University Park
Popper Numbers - flash cards, 2 sets		Pineview
Poster Set - Student Attitudes Builder		CE Office
Printing Spacers - wooden blocks for press		Pineview
Probability Game		Pineview
Professional Careers Kit		Kelly Walsh
Puzzles and Puzzle Cases - 17 wooden Judy puzzles and two wooden cases to hold them in		Poison Spider
Roll and Read - game		Pineview
Room PLanning Kits		Pineview
Safety Goggles - 3 pair		Pineview
School and School Helpers - 12 posters		Poison SPider
Science Careers Kit	Kit 1 Kit 2	Kelly Walsh East
Semi-Skilled Careers Kit		Kelly Walsh
Shopping List Game		Evansville
Shopping With Money Values - game		Evansville
Short Cut - 4 sets of games		Pineview
Skein Holder		Pineview
Social Studies Materials		East
Spin-A-Top game		Pineview
SRA Cross Number Puzzle Box - game		Pineview
Steam Engine		Westwood
String Art - 2 kits		Pineview
Study Prints - 4 different sets		University Park

Succeeding on the Job - study guides	Set 1	Kelly Walsh East
Supervising on Job - study guides	Set 1 Set 2	Kelly Walsh East
Swivel Knives - 3 of them		Pineview
Table Progress Game		Pineview
Tell Time Quizmo - game		Pineview
Ten-Game - card game		Pineview
Tin Curling and Cutting Shears		Pineview
Tin Curling Tools - nine sets		Pineview
Transparency Starter - two sets		Westwood
Type Holders, Ink		Pineview
U-Film - for making filmstrips		Paradise Valley
Value Sheets		East
Values - study prints		Midwest
Visible V-8 Engine		Westwood
Vocational Biographies - 21 volume set		East
Vocational Preference Inventory		Kelly Walsh
Watch Us Grow Up - grow chart		Pineview
Wax Melter		Westwood
When I Grow Up I Want To Be - kit		University Park
When You Grow - mini production florescent posters	Set 2	McKinley Manor Heights
Weather Flannel Board		Pineview
When I Grow Up I Want to Be - flannel board		Poison Spider

Records - (includes records, record sets, record-filmstrip sets)

American Musical Theater, The - 4 fs/2 records		Midwest
Art Careers in Advertising - 1 fs/1 record		East
Careers In Fashion Design - 1 fs/1 record		East
Careers in Graphic Arts - Part I and II; each part has 1 fs/1 record		East
Careers in Music - 2 fs/1 record		East
Careers in Photography - 1 fs/1 record		East
Conductor, The - 2 fs/2 records	Set 1 Set 2	CY Junior High East
Family Feelings - 5 fs/2 records		Mills
Open Ended Stories - 5 fs/5 records		Mills
Pop Music in the 20th Century - 6 fs/6 records		Midwest
Rock - 3 fs/3 records		CY Junior High
Personal Communication - Part I and II record set		Kelly Walsh
Sometimes I Feel - 5 fs/2 records		Mills
World of Work in the Citrus Industry - 1 fs/1 record		Pineview

Slides - (includes slide sets, shortstrips, slide-cassette-record sets)

Career Development for Business and Office - 3 trays of slides and 3 cassettes	Kelly Walsh
Clarifying Your Values - slide/cassette program	Kelly Walsh
Community Services - 12 short strips	Mills
Conflict in American Values - Part I and II; each part has slide tray, record and cassette	Midwest
Deciding Right From Wrong - Part I & II, each part has a slide tray, record and cassette	Kelly Walsh
Freedom and Responsibility - Part I and II, each part has a slide tray, record and cassette	Midwest

Food - short strips and viewer	Mills
Human Relationships - 2 slide trays, 1 record and 2 cassettes	Midwest
Human Values in the Age of Technology - Part I & II, contains two slide trays, 1 record and 2 cassettes	Midwest
Literature With a Message - Part I & II, contains two slide trays, 1 record and 2 cassettes	Midwest
Man Alone and His Loneliness - Parts I & II, contains two slide trays, 1 record and 2 cassettes	
Media and Meaning - Part I & II, contains two slide trays, 1 record and 2 cassettes	Midwest
Our Energy Problem - box of 22 slides	East
Personal Communication - Parts I & II, contains two slide trays, 1 record and 2 cassettes	Midwest
Photography Is... - boxed slide set with 1 cassette	East
Selecting a House Plan - 2 boxes of slides	Kelly Walsh
Personal Communications - see above	Kelly Walsh

16mm Films - are located in the Career Education Office and are available to interested teachers

Is a Career In Clerical Work for You?

Is a Career In Electronics for You?

Is a Career in Finance, Insurance and Real Estate for You?

Is a Career in Government for You?

Is a Career in the Hotel/Motel Business for You?

Is a Career in Machinery for You?

Is a Career in Manufacturing for You?

Is a Career in the Professions for You?

Is a Career in Radio or Television for You?

Is a Career in the Service Industry for You?

Is a Career as a Technician for You?

Is a Sales Career for You?

Kingdom of Could Be You Series:

Agri-Business

Business and Office

Communication

Construction

Consumer Homemaking

Environment

Fine Arts

Health

Marine Science

Marketing and Distribution

Manufacturing

Personal Service

Public Service

Recreation, Hospitality and Tourism

Transporation

plus The Kingdom of Could Be You Introductory movie

	Location
Public Speaking Fundamentals	Kelly Walsh
Speech Skills - Using Your Voice Effectively	Kelly Walsh

Equipment

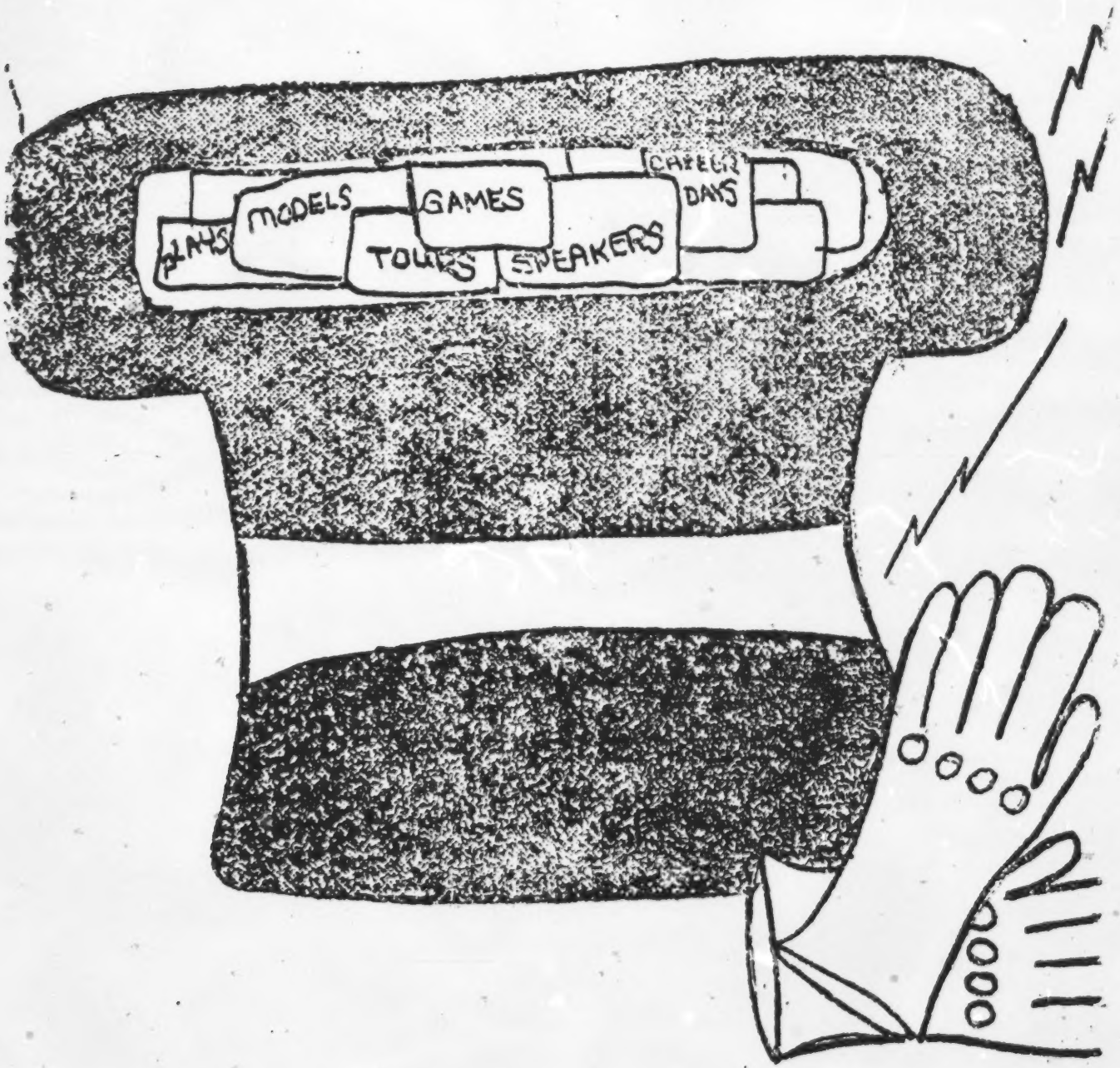
Autovance Study Mates projectors with 4 x 5" viewing screen for filmstrip/cassette sets	#1	East
	#2	Pineview
	#3	St. Anthony
	#4	Manor Heights
	#5	Willard
	#6	Poison SPider
	#7	University Park
	#8	Fairdale
	#9	East
	#A	Paradise Valley
	#B	Evansville
	#C	McKinley
	#D	Grant
	#E	Mills
	#F	Westwood
	#G	Midwest
	#H	Midwest
	#I	McKinley
	#1a	East
	#2a	East
	#3a	Kelly Walsh
	#4a	Kelly Walsh
Calculators - 3 of them, Unisonic brand		CE Office
Calculators - 3 of them		East
Carousel Dissolve Control		University Park
Carousel Ektanar Lenses - 2½" and 5"		Kelly Walsh and East
Dukane Filmstrip Projector		CE Office
Everflash Cameras with automatic flash; uses 126-12 or 126-20 film for slides or prints	#1	Evansville
	#2	Fairdale
	#3	Grant
	#4	Kelly Walsh
	#5	McKinley
	#6	Mills
	#7	Paradise Valley
	#8	Pineview
	#9	St. Anthony
	#10	University Park
	#11	Westwood
	#12	Willard
	#13	Midwest
	#14	Poison Spider
	#15	CE Office

Kodak Instamatic Camera - AX-35R color outfit		East
Laminator - commercial size		CE Office
Mini-Tape Recorders - business recorders		CE Office
Miranda Sensorex Camera - with 1.8 lens		East
Moto Shop Power Tool - tool with scroll and accessories		Westwood
Pamphlet Racks	#A	East
	#B	East
	#C	Kelly Walsh
	#D	CE Office
	#1	Kelly Walsh
	#2	Kelly Walsh
	#3	Kelly Walsh
	#4	Kelly Walsh
Carousel Slide Projectors	#1	Kelly Walsh
	#2	Kelly Walsh
	#3	East
	#A	Manor Heights
	#B	Willard
	#C	Westwood
	#D	Mills
	#E	Pineview
	#F	University Park
	#G	Fairdale
	#I	Grant
	#J	McKinley
	#X	CE Office
	#Y	CE Office
	#Z	CE Office
	#H	Paradise Valley
Ear Phones - Pairs 1-12		Kelly Walsh
Ear Phones - Pairs 13-16		East
Power Control - Wollensak Model AV-21		CE Office
Printing Press - with metal type and accessories		Pineview
Projector - Bell & Howell sound projector		CE Office
Recorder - reel to reel		CE Office
Slide Trays - various locations		
Speaker Columns - 2 of them		CE Office

Storage Cabinet - for cassettes	#1	East
	#2	Kelly Walsh
Storage Cabinets - for film	#1	East
	#2	Kelly Walsh
Storage Cabinets - for filmstrips	#1	East
	#2	Kelly Walsh
Tape Recorders - Hitachi	#1 and #2	Kelly Walsh
	#3	East
Tape Recorders - playback units	#1	East
	#2	East
	#3	Kelly Walsh
	#4	Kelly Walsh
	#5	Kelly Walsh
	#6	Kelly Walsh
	#7	Poison Spider
	#8	St. Anthony
	#9	Fairdale
	#10	Pineview
	#11	University Park
	#12	Manor Heights
	#13	Willard
Tools - hammers, saws, clamps, squares, bit sets, braces; for cardboard carpentry projects		Check with CE Office
Triple Outlet Plugs for headphones - 13 of them		East
Tripod - Vivitar 3-legged tripod		East
Video Cassettes - KC-60, 7 of them		Kelly Walsh
Video Monitor - TV Set, Model CVM-194		East
Video Monitor - TV Set; Panasonic #TR 220 V		CE Office
Video Tape Recorder - Model AV-34000-AVC by SOny		CE Office
VTR Tapes - 13 reels		Kelly Walsh
VTR Tapes - various locations		
Yashica Camera - TL Electro, 35mm		East
Zoom Lens - Miranda Soliger lens		East
Zoom Lens - for Kodak Projector		CE Office

APPENDIX M

THE IDEA HAT



A booklet with a rich variety of activity ideas for using community resources in your classroom. Distributed by the Career Education Office, Natrona County School District Number One, Casper, Wyoming, 1974.

TABLE OF CONTENTS

P. 1 STUDENT ASSIGNMENTS

Assigning activities to students to be done individually and usually shared at a later time with part or all of the class dealing with enrichment of the resource topic or to supplement valuable background information. Includes such topics as written reports, interviews, reports and research graphs.

P. 4 SMALL GROUP ASSIGNMENTS

Planning assignments that are to be completed by a "committee" or other small groups within the class, with products or reports shared with the rest of the class or turned into the teacher.

P. 6 WHOLE CLASS ACTIVITIES

Engaging in an activity involving the entire classroom and completed within the span of the class period utilizing the community resource itself or enriching the resource topic. Includes discussion, hands-on activities, projects.

P. 7 GAMES

A series of "fun" type activities utilizing some form of competition, problem-solving, etc. that directly or indirectly deal with the resource topic.

P. 8 DISPLAY ACTIVITIES

Utilizing artistic abilities to enrich the resource person's topic through visual stimuli; dioramas, bulletin boards, charts, etc.

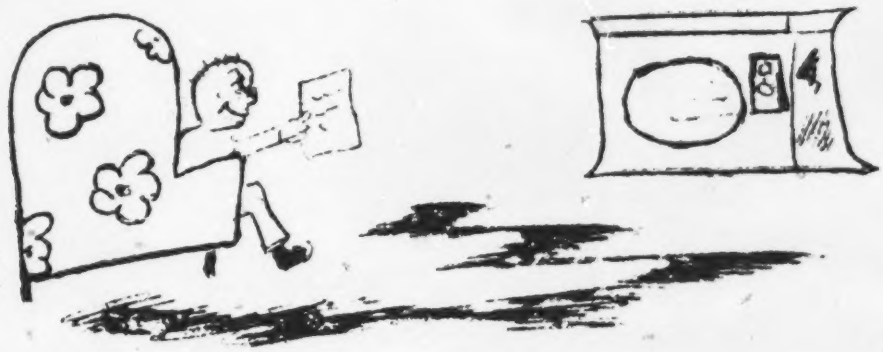
P. 10 SPECIAL TYPES OF CAREER DAYS

Participating in a large-scale resource project such as a Job Observation Day or Career Vehicle Day.

STUDENT ASSIGNMENTS

1. Assign each student to do a notebook called "My Career Now". Divide the notebook into three parts: My School Career, My Home Jobs, and My Leisure Time. Using illustrated pages, have each student show how home and school jobs are related to "real work". Have them portray for example, the chores they are assigned at home and why they should be done well. Draw several pictures with captions showing what they like best to do during leisure time.

2. Use TV as a resource by assigning students to make a list of all careers they see during two nights of TV (include news.) Discuss the idea, "Is this job really like it is shown on TV?"



3. Depending upon grade level, students can be assigned to interview a variety of community persons using simpler or more complex questions. A third grader, for example, might use the following questions:

    1. What is the name of your job?
    2. What do you do in your work?
    3. What do you like to do best in your work?
    4. What don't you like about your work?
    5. How much schooling does someone need for your job?

4. Start a class Guest Book. Devote a page or two to each speaker including a picture of the speaker, his signature, occupation and a brief summary of the information presented. Choose several students to be in charge of the book.

5. Let the students themselves decide upon the resource they want, make the request, pick and complete related class activities, introduce the resource, write thank-you, etc.

6. Individually, or as a group, have the students convey (in a written paragraph or by using descriptive words) what they know about the occupations being presented. After the presentation, have the students do the same thing and compare their increase in knowledge.

7. Have the students read want ads and/or Job Bank Data (available from the State Employment Service) to find the availability of particular (and other related) positions in Casper.

8. While most people think of getting a job as <u>making money</u>, they overlook the fact that most jobs cost money to get into. Itemize for a particular occupation, the cost of that job (education, car, clothes, tools, uniform, etc.)

9. Have students research and make a list of all words and terminology used in the occupations presented. If desired, these may be used as spelling words for the week or may be put into a class file with terminology from other job areas.

10. Have each student research one or two jobs that are <u>related</u> in some way to that of the resource person. Give them the assignment of completing and turning in a research form. A sample of a form that could be used for 4-8th graders in shown on the next page (see Career Worksheet). More detailed questions could be asked of upper grades such as salary range, future of job, working conditions, etc.

CAREER WORKSHEET

NAME _____ DATE _____

1. What career did you study? _____

2. Does the person with a career like this one work mainly with PEOPLE, IDEAS, or THINGS? _____

3. What kind of training must you have to get this job? (Check one or more)

____High School ____Apprenticeship training

____College ____Trade School ____On-the-Job Training

4. Name 3 different things a person in this career must do in his work:

1) _____

2) _____

3) _____

5. What is one advantage to a job like this for you? _____

_____

6. What is one disadvantage to a job like this for you? _____

_____

7. After studying this job, does it seem like something you might do some day?

_____ Yes _____ No _____Still don't know

SMALL GROUP ASSIGNMENTS

1. Assign each small group to report on occupations RELATED in some way to that of the resource person. Each group must assign each of their members one of the following jobs:

    1) library research

    2) magazine and newspaper articles

    3) correspondence and personal contacts

    4) illustrations (cut out and drawn)

    5) chairman; and assistant to all others

    Each member contributes his findings for the final group report. Additional "points" should be recorded if someone finds material relating to another group and contributes to them.

2. To make students aware of the presence of a particular occupation in our society, have students work in groups to collect different ways in which that occupation is presented (mentioned in comics, in newspapers, television series, want ads, etc.) Cut out these examples and paste in a scrapbook "HOW WE CAN HEAR ABOUT THE _____".

3. Choose a courtesy committee in charge of refreshments, greeting the guest as he arrives, etc. Rotate the responsibility periodically.

4. Instead of a full 40 minutes (or so) presentation, have a speaker introduce his topic for only 10 minutes. Then have him rotate around the room to each of 4 or 5 small groups. Each group has 5 minutes to ask prepared and spontaneous questions. While awaiting their turn, each group is assigned such activities as: making a collage of the career cluster represented by the speaker, filling out a report of the job using written materials provided, making clay models or charcoal drawings of the speaker, etc.

5. Ask the class to imagine that the job being studied is being phased out of society. Have the class choose teams (PRO and CON) and hold a debate on whether this job should be phased out. Hold secret balloting to determine if the job will be abolished.

6. After a field trip or number of class speakers, divide students into groups; each group to write a skit about one of the people they met using paper bag puppets. One puppet could be the resource person, and the other puppets could be TV interviewers, a group of visiting children, etc. The skit should bring out the information they learned about the job, how that person feels about his work, and so on.

7. On a small map of the United States, inquire and list the number of jobs being studied which are employed in each state. Discuss reasons for any deviation from the average number.

8. Assign each group to make a grid of the city and use the Yellow Pages to pinpoint locations of one of the jobs being discussed. Compile the information and relate it to job availability in the city of Casper. (This may lead to a study of zoning, etc.)

WHOLE CLASS ACTIVITIES

1. Invite 3 speakers instead of 1 and hold a "press conference" with the class as reporters. Discuss comparison type questions ahead of time such as:

   What kind of a person is each business looking for?

   Which person uses the most math (reading, speaking, etc.) skills on his job?

   Which job is most open to women? to teens? to handicapped people?

   Which job deals most with people? (with ideas? with things?)

2. Arrange, if possible, to have a resource person teach a simple skill during his presentation. Follow up with a project using the skill. For example, a carpenter could teach his methods of measurment. Follow up with individual projects measuring desks, bulletin boards, floor, etc. The most acurate measurements could be rewarded with free time to make a pencil box using scrap wood and nails.

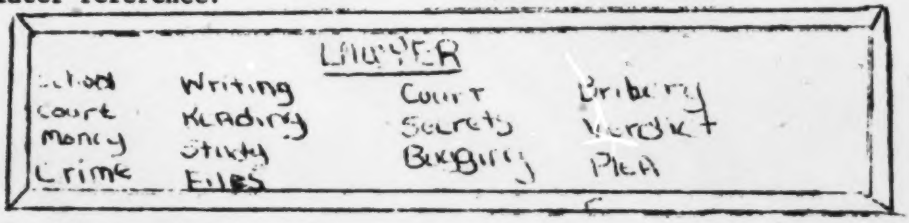
3. After the presentation, ask the resource person to role play with students a particular situation he may encounter in his job. Have the resource person be the customer and the student take the job of the speaker. Use the situation to further discuss aspects of the job.

4. As an excercise in listening, decide, with the class, interview questions to be asked the resource. Each student should fill out the form with the answers and then compare answers--they will be different.

5. Get an employment test for a particular occupation and let the students attempt to complete it.

6. Have a class project in which students simulate a "work" activity; setting up a model weather station, organizing a classroom postal system, charting an interesting travel trip across the United States, building a botanical garden, etc. Then invite a resource person knowledgeable in that area to come out and "judge" the product. Several classes could compete in this way if desired.

7. Have the students write down only one word that is particularly relevant to them when thinking about the information they have received. Make it a word that would cause them to associate with the speaker, the occupations and/or the unit being studied. Have all the students tell what their word is and explain why they chose it. Then put all the words together in a collection for later reference.



GAMES

1. Play Hollywood Squares: Set up the desks in three sets of three. Choose one Master of Ceremonies, two contestants, two judges and nine players--the rest will be the audience. Ask questions about the specific occupational area being studied then have the player in the square picked by the contestant answer the question. If the contestant correctly agrees or disagrees with the answer, he receives an "X". If the contestant incorrectly agrees or disagrees with the answer, the opponent receives an "O". Whoever first gets three marks in a row wins the game.

2. Play career bingo by making playing cards for students with names of workers in each of the 20 squares. The Master of Ceremonies is to read off different job descriptions (or tools or other clues) and the player who blocks out a row wins that game and can be "M.C." for the next game.

3. Have the students make a concentration game with:

   1) Pictures of all people that the resource works with on a set of cards.

   2) Job description and information on the other set of cards.

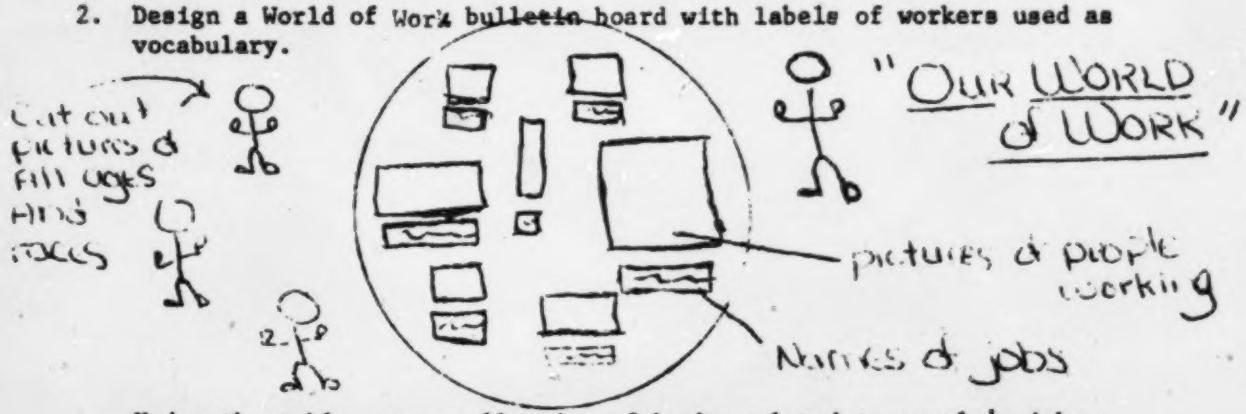
4. Arrange for the students to participate in a "To Tell The Truth" panel. Have all students do research on 3 jobs first so they can ask intelligent questions. Each contestant studies one of the three jobs. One job is randomly selected for the questions. After the game, let the student answer any questions the students may have.

5. Collect used, real equipment and use as motivation for finding out what the equipment is and who uses it. Clues can be given daily until someone guesses and then presents information about the mystery tool(s).

DISPLAY ACTIVITIES

1. Instead of simply assigning an oral or written report on a career, plan a career poster contest instead. Students' art work or magazine cut-and-paste can compose the top of the poster along with the job title, and the job description can be included on the bottom. The work might be displayed in the library or cafeteria and prizes might be awarded.

2. Design a World of Work bulletin board with labels of workers used as vocabulary.



Under the table put a collection of books related to people's jobs. Read one a day to the class.

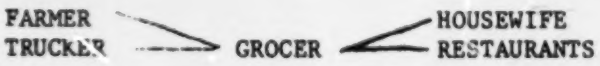
3. In many cases, workers are required to wear certain clothing; uniforms, shoes, hats and caps in many cases. Following the presentation, make a bulletin board titled: IF THE ____ FITS, WEAR IT!! The blank space can be filled in with shoe, hat, uniform and labeled pictures of different occupations can be displayed.

4. Have the students make a mini-box or diorama display of something they learned from the speaker or during the unit. If possible, have the mini-box include an activity related to that job. For example, an interior decorator as a speaker might result in a mini-box on matching various fabrics.

5. Have each student choose an occupation that could be represented by a city building: (Grocery store manager, newspaper reporter, clothing manufacturer, secretary, waitress, doctor and so on) and have him make the building from construction paper. Each student then makes a building and all are placed on the bulletin board in appropriate places for a make-believe city. Each student is then assigned to: 1) Write for information on jobs in his building (the one he made the model for) 2) Invite a guest speaker from his business or 3) complete a written interview with someone in the business he chose.

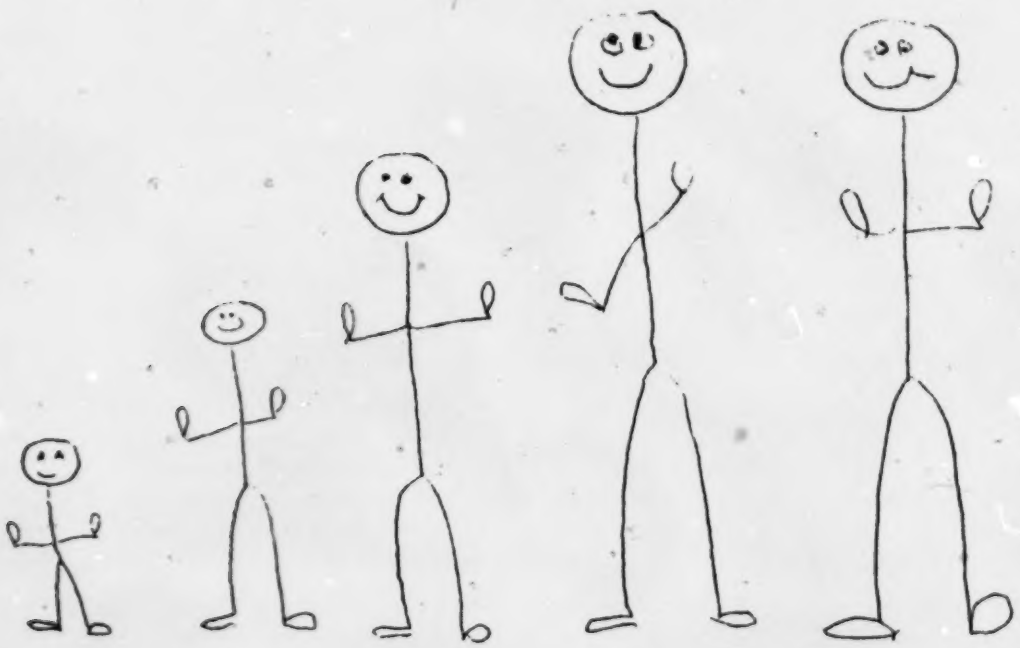
6. If permitted, make family job trees for all guests who come to the classroom. Display these for each speaker and compare them with those of the students. Look for continuity of jobs or job areas.

7. Make diagrams of the interdependency of various workers -- put the job studied in the middle. On the left put jobs the worker is dependent upon; on the right put jobs dependent upon the worker. Use the charts to discuss interdependency.



8. All careers have a "style"; the way the occupation causes the worker to "live" on the job (teacher on playground duty, taxi driver in a traffic jam, workman eating lunch at the construction site). Explore the career style of the occupation being presented and list the results on a bulletin board: DID YOU EVER THINK THAT A _____ USUALLY:

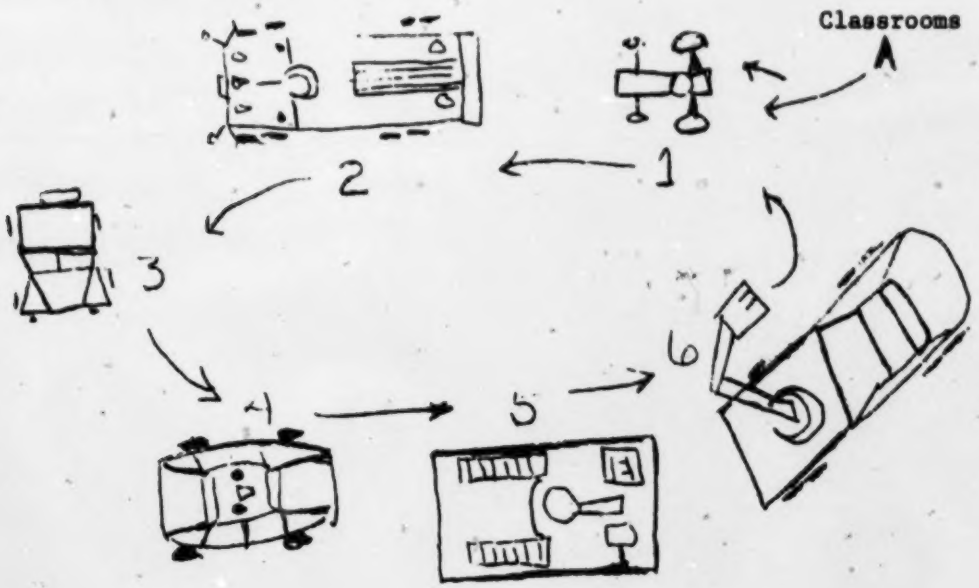
9. Whenever you have speakers, ask them how they happened to decide on their career. Discuss the role of decision-making in choosing a future job. Have students work in committees to develop posters on decision-making. Each take a different age group - 5 year olds, 13 year olds, 18 year olds, 25 year olds, 40 year olds, 65 year olds. Show in picture form the kinds of decision each age must make. Discuss the consequences of such decisions.



SPECIAL TYPES OF CAREER DAYS

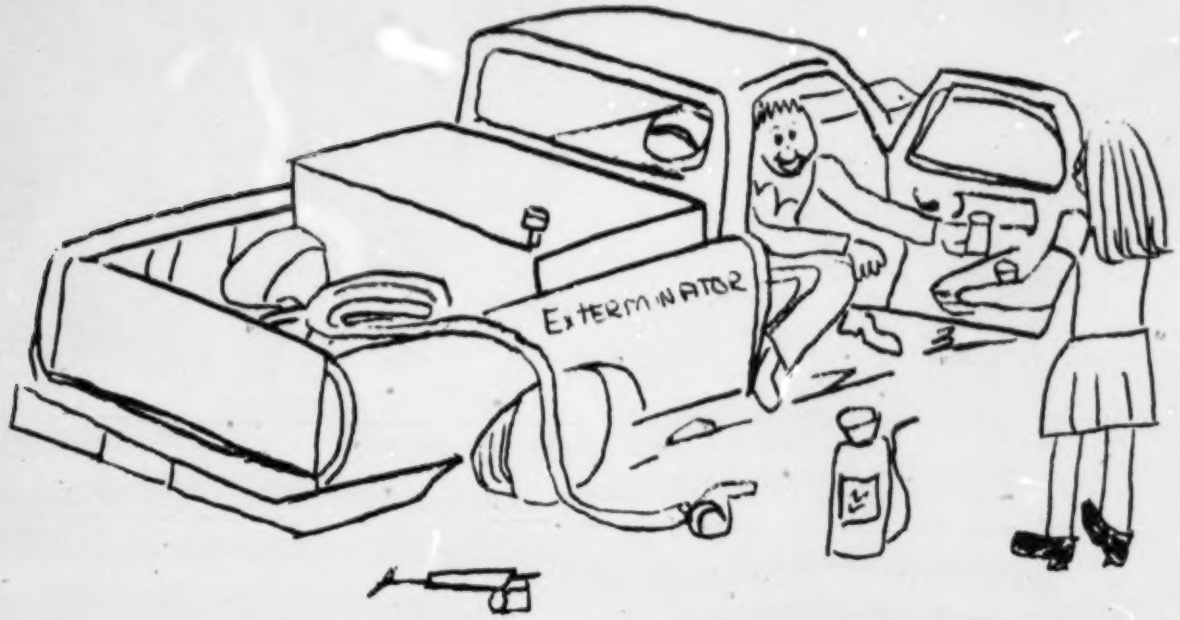
CAREER VEHICLE DAY

This is a unique way to utilize community resources. Invite a group of resource personnel to bring their specialized vehicles to school for display as one important type of "Tool of Trade". Organize classes so that they all start at a different vehicle and then rotate to the others. When one rotation is completed, another group of classes can come out.



As classes arrive, assign each separate class to one vehicle. All rotate at signal to next vehicle till all vehicles are seen.

Each vehicle should have a person with it describing its use and unique features. Five minutes per vehicle is plenty with a whistle as a "pacer." Students can be extremely helpful as student aids: running for refreshments, gathering names for thank-you's, taking photographs, etc.



Consider such vehicle categories as: construction, emergency, armed forces, security, leisure time, farm, public service, and transportation vehicles.

JOB OBSERVATION DAY

This is an especially effective project because it deals with a student on a one-to-one basis. Designed for upper grade students, (espcially high school), the Job Observation Day involves releasing a student from school for one day to observe with a person in a job he is considering for his own future.

STEPS INVOLVED:

1) Have each student participating complete a fairly in-depth career exploration unit and then gather cards on their 1st, 2nd and 3rd job choices.

2) Utilizing parents, counselors, consultants, etc., call local businesses and industries to arrange an observation day for <u>each</u> student.

3) Secure written permission from parents, school-absence permission and assurance of parent or relative transportation of student to and from the J.O.D. site.

4) Write letters of confirmation to each employer sponsors with a copy for the student.

5) Spot-check arrival and progress of J.O.D students.

6) Write thank-you letters to employer sponsors with a brief questionnaire to be returned to you indicating their reactions.

7) Assess student gain and reaction with some type of survey, questionnaire, etc.

TIP: Acquiring employer/sponsors will be easier than you think but be SURE to start calling one month in advance.

APPENDIX N

THE TIME FOR CAREER EDUCATION IS NOW!

Will you help bring more meaning into the lives and classrooms of each student by helping to develop a comprehensive Career Education Program?

Be a partner in Career Education by:

Assisting through your elementary or secondary schools.
Assisting through serving on a lay advisory committee.
Assisting through the business community.
Assisting through the Career Education Office — 265--6016
Assisting through furnishing your knowledge or business as a resource.

For Information on How You Can Help, Contact:

Career Ed. Office
8th and Elm
Casper, Wyoming 82601
Phone: 265--6016

CAREER EDUCATION

THE
3 R's
PLUS

AN INSIGHT TO OUR FUTURE

School District #1
Natrona County, Casper, Wyoming 82601

THE FOCUS IS ON

WHAT IS IT?

Career Education (Self-development) is a goal that we can pursue by providing a Comprehensive Career Education Program.

WHO NEEDS IT?

All students in our elementary and secondary schools.

THE GOALS ARE TO DEVELOP:

1. Awareness of self
2. Awareness of occupations
3. Positive work attitudes
4. Attitudes of dignity in work
5. Understanding of job inter-relationships
6. Decision making skill
7. Understanding of the relevance of education
8. Employability skills
9. A common purpose for educational efforts
10. Bridging the gap between business and education

THE OUTCOMES TO BE REACHED:

1. Self identity
2. Occupational identity
3. Self fulfullment
4. Social Understanding
5. Economic understanding
6. Career decision making skills
7. Educational identity
8. Career pursuit
9. Total staff involvement in program development.

WHY DO THEY NEED THIS?

1. In Wyoming 23.4% drop out before completing high school
2. Unemployment of teenagers is persistently triple the average employment rate.
3. Students are not familiar with career opportunities available to them in Casper, Wyoming and the nation.
4. Many people are disenchanted with their present occupation.
5. Research indicates that by 1980 only 15 to 20% of the jobs available will require a college degree.
6. Eliminate sex stereotyping by occupations.

WHEN DO THEY NEED IT?

CAREER DEVELOPMENT IS AN ON GOING SELF-DEVELOPMENT PROCESS DESIGNED TO CREATE AN ATMOSPHERE WHEREBY THE STUDENTS CAN SEE THE RELATIONSHIP BETWEEN WHAT THEY ARE ASKED TO LEARN AND HOW IT RELATES TO THE FREE ENTERPRISE SYSTEM OF THIS COUNTRY.

AWARENESS — In the elementary school, emphasis is on self-awareness and self-understanding and the development of a wholesome attitude towards the world of work.

ORIENTATION — Occupational orientation and exploration by Career Areas are the focal points at the Junior High level.

PREPARATION AND EXPLORATION — Senior High School students will do in-depth exploration and skill development in special interest areas.

SELECTION & —

POST HIGH SCHOOL — Post High School training and or Career placement education are emphasized.

WHERE WILL THEY GET IT?

IN THE COMMUNITY — AT CAREER RESOURCE CENTERS — IN THE SCHOOLS

HOW WILL THEY GET IT?

In-service Education for teachers providing programs for staff that will help orient them to Career Education.
Total community involvement — helping business, industry, labor, manpower, home and schools work together.
Infusing Career Education into the school curriculum — every area should relate to careers.